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ABSTRACT

This bibliography contains over 300 references to works on career development, alternative schools, and community involvement in elementary and secondary education. Works cited were developed primarily by urban school districts in cities with a population of 100,000 or more, and include research studies, evaluation reports, and instructional materials. These references first appeared in "Resources in Education" between 1975 and 1981, and are listed here in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

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CAREER DEVELOPMENT, ALTERNATIVE SCHOOLS AND COMMUNITY INVOLVEMENT IN EDUCATION

Compiled by

Michael B. Webb

and

Brian Maruffi

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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URBAN SCHOOLS BIBLIOGRAPHY SERIES

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Washington, D.C. 20208

INTRODUCTION

The Urban Schools Bibliography Series is intended to address the distinct information needs of urban school personnel, students and others by providing access to information on issues, programs and practices related to urban education. The series is an outgrowth of a special project conducted by the Educational Resources Information Center (ERIC) Clearinghouse on Urban Education in 1981. The purpose of the project was to locate and collect documents developed by urban school districts in order to make them widely available through the ERIC system.

As part of the special project, an extensive search of Resources in Education (RIE), the monthly ERIC abstract journal, was performed to identify documents already in ERIC that were developed by urban school districts. Several criteria were employed in selecting documents for inclusion. First, the document had to be developed by urban school districts in cities with a population of one hundred thousand or more. A document had to be available through the ERIC Document Reproduction Service (EDRS) in microfiche and/or paper copy. Finally, it had to fall within a topical area, e.g., curriculum, vocational training, bilingual education, educational policy, desegregation, and so forth. In some instances, documents developed by agencies and institutions outside the school district, such as research centers, educational laboratories, State Departments of Education and dissimination centers, were included in the series.

In all, over eight hundred documents covering the period, January 1975 to October 1981, were selected and grouped as four bibliographies: 1) Equal Opportunity in Education; 2) School Policy, Administration, and Curriculum; 3) Testing, Evaluation, and Academic Achievement; and 4)

Career Development, Alternative Schools, and Community Involvement in Education. The series consists of annotated references to research studies, evaluation reports, and instructional materials including curriculum guides and program manuals. The bibliographies do not include references to journal articles, which are annotated and indexed in Current Index to Journals in Education (CIJE), ERIC's guide to the journal literature.

Each bibliography contains a main entry section, and a subject and an author index to documents cited. Entries are arranged by ED (ERIC Document) identification numbers, which precede each citation. Entries contain the title, author, source, publication date, publication type (report, bibliography, research, etc.), information on availability and cost, descriptive indexing terms identifying the subject matter of the document, and an abstract. Documents cited can be read at any facility that has an ERIC microfiche collection. In addition, microfiche and/or paper copies can be purchased from the ERIC Document Reproduction Service (EDRS). Information concerning document availability follows the author index at the end of each bibliography.

The series will be updated annually. For information on updates, as well as other publications and services, write to the ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

Document Resumes

CAREER DEVELOPMENT, ALTERNATIVE SCHOOLS AND COMMUNITY INVOLVEMENT IN EDUCATION

1475 ED 127 816

New York: Multi-Speak City!

New York City Board of Education, Brooklyn, N.Y.; New York City Economic Development Council, N.Y.

Pub Date—[75]

Note—137p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Awareness, Career Planning, *Culture Contact, Ethnic Groups, Immigrants, Language Proficiency, Languages for Special Purposes, *Language Skills, Language Usage, *Multilingualism, *Second Language Learning, Teaching Guides

Identifiers—*New York (New York)

This guide was written to help teachers make students aware of the multilingual and multi-ethnic nature of New York City in order to experience and explore different languages and customs. New York is a center for variety in language and culture in the areas of diplomacy, international commerce, media and communications, foods and fashion, the performing and the fine arts. This guide is a lively, up-to-date look at the city aimed at developing in students an interest and excitement for second language learning and an understanding of the peoples of the city. The book shows how languages function in international relations, tourism, trade, the arts and sports and discusses foreign language education and careers. (CHK)

1476 ED 128 369

McCormick, Tom

The Career Opportunity Program Aide in the Minneapolis Public Schools, 1972-73.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Report No.—C-73-38

Pub Date—Apr 74

Note—29p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Education Majors, Higher Education, Job Training, *Low Income Groups, *National Programs, Occupational Aspiration, Participant Characteristics, Participant Satisfaction, *Program Evaluation, Program Improvement, Questionnaires, *Social Mobility, Tables (Data), *Teacher Aides, Veterans Education, *Work Experience Programs

Identifiers—*Career Opportunities Program, Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

The Career Opportunities Program (COP) is a nationwide career training model to improve the learning of low-income children in poverty area schools by employing low-income community residents and Vietnam veterans as teacher aides, while they attend college in preparation for careers in education. Two questionnaires were used in this study. The first one, labeled an information sheet, was designed to obtain profile information about the COP participants in the Minneapolis Public Schools. The second questionnaire, designed to solicit opinions from the presently enrolled aides about the program and their role in it, was administered in May 1973. The responses of the aides were generally favorable, regardless of race, sex, or program experience. Almost 90 percent of the respondents said their college courses were useful in their job, and most of the aides felt they had a good working relationship with their supervisor and the project coordinators. (Author/BW)

1477 ED 128 508

Mims, Murry And Others

Work Experience Employability Skills, Junior High.

Duval County School Board, Jacksonville, Fla.

Pub Date—Aug 75

Note—143p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Counseling, Career Exploration, Consumer Education, Curriculum Development, *Educational Objectives, Guides, Job Application, *Job Skills, *Junior High Schools, Money Management, Performance Criteria, Skill Development, *Vocational Education, Work Attitudes, *Work Experience Programs

Identifiers—*Florida (Jacksonville)

Educators have long recognized the need for schools to train students adequately for the world of work. This training includes both the necessary technical skills and employability skills. This document, the Employability Skills Guide, is Duval County Schools' part of such a plan to meet this need. The performance objectives utilized in this guide are designed to aid students in learning ways to become more effective in both work and life situations. More specific objectives of the Work Experience Program are to develop skills in the areas of job finding, job retention, proper attitude, money management, and buying practices. Career exploration is a necessity and is stressed. The course in this guide is designed to involve students in Grades 7, 8 and 9 in the employment-finding procedures, employer-employee relationships, and experiences that will directly benefit the student in choosing a future vocation. During the one hour instruction period that this course runs, the student will learn about the world of work, personality traits, attitudes, appearance, and job information. (Author/JM)

1478 ED 129 874

Year Round High Schools for Phoenix. Final Evaluation Report: A Review of Objectives (1974-75).

Phoenix Union High School District, Ariz.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date—30 Jun 75

Note—36p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Development, Educational Innovation, *Educational Objectives, Employment Opportunities, Evaluation Methods, High Schools, Individualized Instruction, Information Dissemination, Inservice Education, Parent Attitudes, Participant Satisfaction, Program Effectiveness, *Program Evaluation, School Holding Power, Space Utilization, Surveys, Teacher Attitudes, *Vocational Education, *Year Round Schools

Identifiers—Arizona (Phoenix), Elementary Secondary Education Act Title III, *Phoenix Arizona Union High School District

On the basis of a needs assessment conducted by the Phoenix Union High School District a proposal for partial Elementary and Secondary Education Act (ESEA) Title III funding was submitted in January, 1972. Goals for Year Round Schools for Phoenix were: (1) to provide a specially designed curriculum and a uniquely trained staff for the twelve month school in order to effect an instructional program which is flexible, innovative and individualized for students; (2) to institute a service whereby students will be provided with employment during the time when they are not attending school; (3) to provide each student with either the skills necessary for further education, or a saleable career skill upon graduation from high school; and (4) to demonstrate that the twelve month school concept will result in significant capital savings by fully utilizing facilities and equipment. South Mountain High School was selected as the pilot school for the implementation of the program. The purpose of this report is to summarize the effectiveness of the Year Round School Program in attaining specified objectives and to make recommendations for the future status of the Year Round School program at South Mountain High School. Each of the objectives of the project are stated and are evaluated separately. The evaluation of each objective is discussed and determination is made of whether the objective was achieved or not achieved. (MV)

1479 **ED 129 896**
Spieth, Phillip E.
Evaluation of Dade County Public School Career Education Program, 1975-76.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation
Pub Date—Jul 76
Note—53p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement Gains, Basic Skills, *Career Awareness, *Career Education, *Career Exploration, Comparative Analysis, Cost Effectiveness, Educational Testing, *Elementary Education, Elementary Secondary Education, *Junior High Schools, Norm Referenced Tests, Norms, Program Effectiveness, *Program Evaluation, Student Attitudes, Test Results
Identifiers—Dade County Public Schools FL, Florida (Dade County), Florida Statewide Assessment Program

Career Education was introduced to Dade County, Florida schools three years ago. An evaluation was conducted of the elementary school level (Career Awareness) and at the junior high school level (Career Exploratory) during 1974-75. The results of that evaluation, while positive at the elementary level, were inconclusive at the junior high school level. The 1975-76 evaluation was directed primarily at the junior high school program, although the elementary school students who were tested during 1974-75 were again reevaluated to determine whether their gains in career awareness, measured last year, were being maintained. The junior high school students who had participated in the 1974-75 evaluation were similarly reexamined to determine what might be the nature of their trends in career attitudes and knowledge. Unlike the elementary school pupils, they did not attain the national norms in either career attitudes or knowledge in 1974-75. As of February, 1976 they still had not, but they were nearly attaining the norm in career knowledge and they were making moderate advances on the norm in attitudes towards work. The junior high school Career Exploratory pupils showed other moderate gains in 1975-76, as well. Compared to other schools in the county, the state assessment of eighth grade achievement indicated that the Career Exploratory schools were superior to the Dade County averages in reading, occupational information, and mathematics. (Author/MV)

1480 **ED 129 919**
Scheiner, Louis And Others
Career Opportunities Program in Philadelphia, Pennsylvania. Report Number 7623.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Aug 75
Note—42p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blacks, Career Ladders, *Career Opportunities, Educational Objectives, Educational Opportunities, *Low Income Groups, Minority Groups, *Program Effectiveness, *Program Evaluation, Teacher Aides, *Teacher Education, *Teacher Recruitment
Identifiers—*Career Opportunities Program, Elementary Secondary Education Act Title V, Pennsylvania (Philadelphia), Philadelphia School District PA

The Career Opportunities Program (COP), established under Title V of the Education Professions Development Act of 1967, was implemented in Philadelphia, Pennsylvania from 1970 through 1975. It served low-income persons, primarily blacks, who had no other means to enter the teaching profession. The primary project goals were to attract capable persons to education careers, improve employment opportunities of the poor, and establish productive career lattices for COP recruits. Overall, COP attained its major goals while benefiting all participants-trainees, teachers, pupils, principals, and college staff. COP was partially successful in attracting minority, low-income, target area residents to careers in education. The majority of trainees were black community residents, and a third were Model Cities aides with low incomes. The project also successfully implemented a vertical career ladder, which facilitated trainee movement at higher level instructional jobs. However, horizontal and diagonal lattices were not implemented. Additional findings are discussed in detail. (Author/RC)

1481 **ED 130 120**
Interdisciplinary Cooperative Education Programs. Curriculum Guide.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
Pub Date—76
Note—370p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Career Development, Career Planning, Consumer Education, *Cooperative Education, Cooperative Programs, Curriculum Guides, High Schools, Integrated Curriculum, *Interdisciplinary Approach, Learning Activities, Legal Education, Lesson Plans, Safety Education, *Secondary School Curriculum, *Vocational Education

Eight units of study make up this senior high school Interdisciplinary Cooperative Education Program (ICEP) curriculum designed (1) to assist seniors in learning and developing the skills, knowledge, personal traits, health habits, work habits, safety habits, pride in achievement, and modes of conduct necessary for success; and (2) to assist them in making the transition from school to the World of work. Each unit contains a number of episodes (teacher-constructed plans for learning experiences). The Instructional Units are: (1) Orientation (5 episodes), (2) The World of Work (11 episodes), (3) Personal Growth and Effectiveness (8 episodes), (4) Career Information and Planning (18 episodes), (5) Consumer Education (28 episodes), (6) Community Services (3 episodes), (7) Law (19 episodes), and (8) Safety (5 episodes). The episode components are: Episode Name, Unit Number and Name, General Objectives, Related Concepts, Potential Centers, Proposed Evaluations, Proposed Strategies, Logistic Decisions, Related Content, and Episode Resources. The cooperative instructional units include Business and Office Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, and Trade and Industrial Education. An example of the teacher's Summary Report, the employer's Evaluation of the Cooperative Trainees' On-the-Job Work, and A Student Survey are included. (HD)

1482 **ED 130 130**
Exploration of Health Careers. Curriculum Guide.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
Pub Date—76
Note—82p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Allied Health Occupations, Allied Health Occupations Education, Career Awareness, Career Education, *Career Exploration, Career Planning, *Core Curriculum, Course Content, Course Objectives, Curriculum Guides, Employment Qualifications, *Health Occupations, Health Services, *Learning Activities, Occupational Information, Secondary Education, Secondary School Curriculum, Vocational Education

This curriculum guide provides an introductory course for secondary students interested in health careers. The instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster. The course objectives are to: (1) Identify jobs and job opportunities in the health service industry, (2) assess self in relation to job requirements for various occupations within the health field, (3) perform some elemental tasks associated with various occupations in the health service industry, and (4) set personal goals within the field of health and discern the schooling necessary to reach those goals. Seven instructional units are included: Unit 1–Orientation; Unit 2–Health Care Systems and Components; Unit 3–You, the Health Care Worker; Unit 4–Planning Your Health Career; Unit 5–Becoming a Patient; Unit 6–The Patient from Admission to Discharge; and Unit 7–The Patient is Discharged. Each of these units contains student objectives, content, and suggested activities. The appendix contains a bibliography, a listing of audio-visuals (films and filmstrips, a listing of black contributors to health, and a listing of health careers at the entry, intermediate, college graduate, and graduate education levels. Suggestions for field trips are also appended. (HD)

1483 **ED 130 164**
A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.
Portland Public Schools, Oreg. Area I.I Office.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.
Report No.—VT-103-381
Pub Date—Mar 75
Grant—26-001-293
Note—27p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Education, *Career Exploration, Community Resources, *Disadvantaged Youth, *Grade 7, *Grade 8, Junior High Schools, Language Arts, Program Descriptions, Reading Materials, Reading Skills, School Community Relationship, *Student Developed Materials, Student Motivation
Identifiers—Oregon

A project was conducted to build motivation and increase language arts skills of disadvantaged students through involvement in a career exploration program. A class of 28 students reviewed career clusters and indicated their personal interest. Employed representatives from the community with backgrounds similar to the students' visited the classroom and discussed their roles, jobs, and responsibilities. Following the classroom visit, small groups of students visited the job sites of those who had visited the classroom. The students made notes and took pictures; these comments and photographs were then prepared as stories intended for compilation in booklet form for use by other students. Although the project was not completed in terms of developing the reading booklets and a subsequent evaluation, it was recommended that the process implemented for this type of direct experience be encouraged. (Author/RG)

1484 **ED 130 165**
Jaskowiak, Philip A.
Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed Act 1968.
Norfolk Public Schools, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-395
Pub Date—Jun 76
Note—42p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Demonstration Programs, Federal Programs, *High School Students, *Job Placement, Program Descriptions, Program Evaluation, Secondary Education, Vocational Education
Identifiers—Norfolk City Schools VA, Virginia (Norfolk)

Described in this report is a job placement exemplary project conducted at Maury High School in Norfolk, Virginia from 1973 to 1976. Goals of the project were to provide placement services to all students seeking part-time, temporary, or full-time employment. Procedures included organization of the administrative job placement office and development of procedures, methods, and systems for publicizing the program, registering students, and contacting employers. Developed procedures and systems are described in the report along with results given as number of students placed in part-time and full-time jobs, registered, or sent on interviews, number of dropouts placed, and number of work permits issued. A summary of a self-evaluation of major objectives and goals appears according to the following categories: Assess student needs and wants; identify employment opportunities; place students in part-time jobs; place graduates in jobs; place dropouts; coordinate pre-placement training; and public relations. Enclosures include project-developed forms and materials. (NJ)

1485 ED 131 261
Strong, Merle E. And Others
The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
Rockford Public Schools 205, Ill.; Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Grant—G00-75-0-2397
Note—74p.; Page 23 (Appendix A), containing a flow chart of the Comprehensive Career Education System, will not reproduce well due to small, faint type
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Awareness, *Career Education, Comprehensive Programs, Curriculum Development, Elementary Education, Elementary School Teachers, Material Development, *Performance Criteria, Program Development, *Program Evaluation, Secondary Education, Student Motivation, Teacher Attitudes, *Teacher Evaluation, *Teacher Participation, Teacher Workshops
Identifiers—Illinois (Rockford), Program Evaluation and Review Technique

Objectives of the Rockford Elementary Career Education Project and the Program Evaluation and Review Technique (PERT) network were used as an organizing framework to discuss project accomplishments. Statements, data, findings, and discussions are presented for the nine project objectives which involved all 57 elementary schools in the Rockford public school system, teacher workshops, pre- and posttests, curriculum development and implementation, and instructional materials development. Possible impact of career education on student achievement in basic skills was also investigated through teacher interviews. A significant and recurring message in many examples from teacher interviews was that career education increases student motivation to attain competency in the basic skills by making them more relevant to later life in the world of work. It was concluded that although not all objectives were met completely, the project did have an impact on the educational program in Rockford; and because career education curriculum activities were integrated with other school efforts as contrasted to being an "add on," opportunity for continued expansion should be enhanced. Appendices contain the PERT chart and computer printout, career education opinionnaire, career education opinionnaire printout, results of the interviews, and results of the career education activities surveys. (TA)

1486 ED 132 168
Haggett, William F.
Consumer Education. Fourth-Year Final Report. Report No. 7716.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
Report No.—PSD-7716
Note—57p.; For a related document, see ED 113 396
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Consumer Education, Criterion Referenced Tests, *Educational Objectives, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Integrated Curriculum, Parent Participation, *Program Evaluation, Resource Centers, Surveys, Teacher Attitudes, Teacher Workshops
Identifiers—Elementary Secondary Education Act Title III, Pennsylvania (Philadelphia), *Philadelphia School District PA

The Philadelphia School District's Consumer Education project aims to teach consumers to spend their money more wisely. Services offered by the Consumer Affairs Education Services staff included workshops for teachers and parents, support for individual teacher and faculties through liaison staff members, materials from and the use of the resource center, newsletters, teacher guides, and a parent education component. Of the seven measured objectives, six were completely attained and one was partially attained. Requests for materials were responded to, teachers were actively encouraged to integrate consumer education into their regular curricula, and field testing of the competency guide continued. New curricular materials were evaluated, and a series of criterion referenced tests are being developed. The parent education program is fully operational; parents, business and governmental agencies have participated in project activities. (Author/MV)

1487 ED 132 169
Chern, Hermine J. And Others
Evaluation of Career Education Projects, 1975-1976. Report No. 7715.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.—PSD-7715
Pub Date—Sep 76
Note—153p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, Adult Vocational Education, Bilingual Education, *Career Education, Career Planning, Computer Oriented Programs, Consumer Education, Counselor Training, Distributive Education, Elementary Secondary Education, Evaluation Methods, Guidance Programs, Home Economics, Home Economics Education, Individualized Instruction, Instructional Materials, Job Placement, Medicine, Mild Mental Retardation, Mobile Educational Services, Parochial Schools, Pregnant Students, Program Development, Program Effectiveness, *Program Evaluation, Public Schools, Resource Centers, School Districts, Special Education, Vocational Education
Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations. (RC)

1488 ED 132 170
Toll, Sherran
Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976. Report No. 7700.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Philadelphia Anti-Poverty Action Commission, Pa.
Pub Date—Jul 76
Note—111p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Development, Classroom Design, Classroom Environment, Classroom Observation Techniques, *Compensatory Education, *Early Childhood Education, Grouping (Instructional Purposes), Handicapped Children, Individualized Instruction, Inservice Teacher Education, Instructional Materials, Low Income Groups, *Models, Parent Education, Parent Participation, Parochial Schools, Preschool Children, Preschool Education, Program Development, *Program Evaluation, Public Schools, Screening Tests, Student Records
Identifiers—Denver Developmental Screening Test, Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Head Start

The Philadelphia Prekindergarten Head Start program is a child development program for three and four-year-old children from low income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82% and 84% of the population respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration. While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population. (Author/MV)

1489 ED 132 174
Goodwin, Judith
A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.—PSD-7713
Pub Date—Aug 76
Note—25p.; For related documents, see ED 118 629, ED 104 550, and ED 084 276
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, Ancillary Services, Attendance, Comparative Analysis, *Compensatory Education, Disadvantaged Youth, *Early Childhood Education, Mathematics, Models, Parent Participation, Primary Education, Program Attitudes, *Program Evaluation, Reading, Summative Evaluation
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

1490 ED 132 228
Wohl, Seth F.
Staff Role Expectations: A Study of Alternative High Schools–1975. Research Report. Cooperative Research City Tax Levy Program.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—Jun 76
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Comparative Analysis, Demography, High Schools, *Nontraditional Education, *Principals, *Role Perception, *Secondary School Teachers, Self Concept, Surveys, Teacher Attitudes, Teacher Characteristics, *Teacher Role, Traditional Schools, Urban Schools
Identifiers—New York (New York)

This study explores teacher and principal role expectations in conventional versus alternative secondary school settings. A 59-item "Role Expectations Instrument" was to give to 472 teachers in 11 conventional high schools, each having a mini-school associated with it, and in five independent alternative high schools. In addition, 11 principals of conventional high schools and five directors of independent alternative high schools completed a related questionnaire. The independent alternative schools had the youngest and most inexperienced staff with the least advanced academic educational credits. Mini-school staffs, on the other hand, greatly resembled the high school faculty group from which they had been derived. In conclusion, independent alternative school staffs, both attitudinally and demographically, perceived themselves very differently from mini-school alternative staffs who had self-selected themselves from their older conventional high school parental organizations. On many dimensions, mini-school faculties showed greater positivity and greater statistically significant differences from regular high school staffs than did their independent alternative colleagues. (Author/JM)

1491 ED 132 231
WIS. World of Inquiry School.
Rochester City School District, N.Y.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—76
Note—58p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Continuous Progress Plan, Educational Finance, *Elementary Schools, Financial Support, Flexible Progression, *Individualized Instruction, *Nongraded Instructional Grouping, *Nontraditional Education, Parent Participation, Program Evaluation, *School Organization, School Personnel, Schools, School Support, Teacher Education
Identifiers—*New York (Rochester), World of Inquiry School NY

The World of Inquiry School opened in September 1967 with an enrollment of 120 children accepted from the entire city of Rochester and Monroe County. By September 1973, enrollment had increased to 275. The school reflects major departures in educational attitudes, techniques and programs, with children being brought together from different educational, cultural, racial and ethnic backgrounds. One of the basic tenets followed at WIS is that chronological age is not the basic determiner of readiness for learning. Another implemented concept is that learning takes place best through active involvement, while greater interest in learning is stimulated through Inquiry and Discovery. Success is measured at WIS in terms of the children's excitement and enthusiasm for learning and their progress toward self-direction and responsibility for their own learning. The make-up of the school is 50 percent Caucasian and 50 percent minority. The following educational practices characterize WIS: (1) Learning is individualized for each child. (2) Each child is given the opportunity to progress at rates, and through routes, best suited to his needs and abilities. (3) Each child is provided with opportunities and environments conducive to inquiry and discovery. (4) Each child has continuous contact with a number of adults in a variety of environments. Urban parents are responding well to the WIS approach as evidenced by large waiting lists. (Author/JM)

1492 ED 132 689
Hooper, Richard
An Evaluation of the Community Education Program of Metropolitan Public Schools of Nashville-Davidson County, 1975-76. Report.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
Pub Date—Aug 76
Note—92p.; Photos may not reproduce clearly ; Report prepared by Department of Research and Evaluation, Metropolitan Public Schools, Nashville, Tenn
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrators, Community Education, Community Involvement, Community Organizations, *Community Schools, Educational Programs, Elementary Secondary Education, Participant Satisfaction, *Program Evaluation, *Questionnaires, *School Community Programs, School Community Relationship
Identifiers—*Nashville Davidson County Tennessee Schools

The results of the evaluation of the community education program of the Nashville-Davidson County (Tennessee) Metropolitan Public Schools are contained in this volume. Evaluation questionnaires were sent to participants in all seven Nashville-Davidson County community schools, as well as to school administrators and to community organizations using community school facilities. Although only 32 percent of the participants contacted responded to the questionnaire (most of these from one school), the evaluators conclude that this sample is representative of all community education participants. The percentages of response from administrators and community agencies were higher. Generally, the respondents gave the community education program high ratings. Four-fifths of the surveyed program participants said they planned to take part in other community education activities. A majority of the administrators believe that the program has improved school-community relations. (DS)

1493 ED 133 389
Chin, Laura, Ed.
The Six-District Plan. Integration of the Springfield, Mass., Elementary Schools. A Report of the Massachusetts Advisory Committee to the United States Commission on Civil Rights.
Massachusetts State Advisory Committee to U.S. Commission on Civil Rights, Boston.
Pub Date—Mar 76
Note—55p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Education, Bus Transportation, Citizen Role, Community Role, *Desegregation Methods, *Desegregation Plans, *Elementary Education, Racial Integration, Racial Relations, *School Desegregation, *Success
Identifiers—*Massachusetts (Springfield), *Six District Plan

This report reviews the first year of integration, under the implementation of the Six-District Plan, of the elementary schools in Springfield, Massachusetts. Through this plan the school department changed the racial composition in five previously imbalanced elementary schools and integrated the elementary school system. Redistricting, the reassignment of students, and the transportation of students were major tools in this plan. A profile of both the community and the school system is provided in the report, and the historical events that led up to school integration are reviewed. In the description of the plan, special attention is given to the problem of students from Spanish-speaking backgrounds. The city of Springfield was able to integrate its elementary schools with a minimum of trouble. Some of the factors responsible for this are: The school department worked over several years to develop and implement the plan. Both the mayor and the school superintendent lent their leadership and support. In addition, Springfield's prior experience in integrating the junior and senior high schools probably facilitated integration of the elementary schools. The plan is still opposed by many residents who believe that mandatory busing is not the appropriate path to integration. Of much greater seriousness is the unsolved problem of the Puerto Rican students. (Author/AM)

1494 ED 133 582
Comprehensive Career Curriculum. Final Report.
Des Moines Public Schools, Iowa.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-575
Bureau No.—F7137VW
Pub Date—Jul 76
Grant—OEG-0-73-5280
Note—79p.; For related documents see CE 009 614 and CE 009 693
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Education, *Comprehensive Programs, *Curriculum Development, Elementary Secondary Education, Handicapped Students, Inservice Teacher Education, Program Descriptions, Program Evaluation, Vocational Education
Identifiers—Iowa, Iowa (Des Moines)

Covering the time period of July 1973 to June 1976, this report describes the procedures and results of a comprehensive career education project K-12 in the Des Moines Independent School District. The project consisted of the following 12 major components: Elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, vocational youth organizations, staff development, career information, and postsecondary career training. Activities included development of curriculum materials and handbooks and their pilot testing, establishment of career information centers and a placement center, inservice and staff development, increasing community awareness of career education, development of challenge exams, and development of handbooks for vocational youth organizations. The main body of the report lists the original goals with procedures followed, results, evaluation, and conclusions and recommendations. An appended section presents recommendations for a vocational preparation program for the handicapped divided into the three parts of recommendations for an expanded program, and general recommendations. The career information center survey form and project-developed brochures are also appended. (NJ)

1495 ED 133 589
Des Moines Comprehensive Career Education Curriculum Project. Evaluation Report.
Des Moines Public Schools, Iowa.; EPIC Diversified Systems Corp., Tucson, Ariz.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-552
Note—70p.; For related documents see CE 009 614 and CE 009 681
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Education, *Curriculum, Elementary Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Summative Evaluation, Tables (Data)
Identifiers—Iowa, Iowa (Des Moines)

This report evaluates the third-year activities of a project to provide for the continued development, implementation, assessment, and refinement of career education K-12 in the Des Moines Independent School District. Evaluation results are organized by the following components: Elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, public information and communication, and postsecondary career training. For each component, performance and process objectives are listed, followed by related tabled and narrative evaluation data. Tables display survey data on the elementary component indicating positive results for implementation. Tabled results of a survey of students, administrators, and parents regarding two junior high school programs indicated student interest and involvement as well as parent and administrator satisfaction. Summarized information regarding use of the information center is presented for teachers and students, and summarized results of a survey of vocational youth organizations also appear. Evaluation of the remaining project components is in the form of brief narrative summaries. (NJ)

1496 ED 133 910

Eismann, Donald And Others

Schools and Neighborhoods Research Study: Phase One–Executive Summary.

Seattle Public Schools, Wash.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Grant—NIE-G-75-0026

Note—44p.; For related documents, see EA 009 185-189

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Community Attitudes, *Community Surveys, *Economic Factors, Educational Quality, Elementary Education, Neighborhood Schools, *Research Methodology, School Budget Elections, School Buildings, *School Closing, *School Community Relationship, Social Influences, Space Utilization

Identifiers—Schools and Neighborhoods Research Project, *Seattle Public Schools WA, *Washington (Seattle)

This report is a summary of the research conducted in Phase 1 of the Schools and Neighborhoods Research Study. The program's objectives, each of which represents a separate study, are to identify the perceptions and expectations of neighborhood residents and businesses with respect to the school, to identify the services provided by the neighborhood school, and to determine the significance of the neighborhood school to the maintenance and the development of the neighborhood unit. The research approach used a pre- and post-closure comparison of selected variables. Five general questions provide the framework for reporting the findings–(1) Is the "quality" of a neighborhood changed by school closure? (2) Are residents less satisfied with their neighborhood and schools after school closure? (3) Does school closure affect the quality of education available to students in the closure neighborhood? (4) Does school closure affect school levy support? (5) Does school closure change the pattern and frequency of community use of schools? Appendixes give the background and closure circumstances and information about the research methods and school closures in other cities. (Author/IRT)

1497 ED 133 912

Eismann, Donald And Others

Schools and Neighborhoods Research Study: School Building Use Study.

Seattle Public Schools, Wash.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Grant—NIE-G-75-0026

Note—27p.; For related documents, see EA 009 185-189

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Cooperation, Community Services, Community Surveys, Educational Facilities, Elementary Education, *Facility Utilization Research, Neighborhood Schools, *School Buildings, School Closing, *School Community Programs, School Community Relationship, *Space Utilization, Tables (Data)

Identifiers—Schools and Neighborhoods Research Project, *Seattle Public Schools WA, *Washington (Seattle)

This report documents the findings related to Objective 2 of the Schools and Neighborhoods Research Study. The task was to identify community services provided by the neighborhood school. The study staff reviewed the existing facilities use information from the Seattle Public Schools. Results from the Facilities Utilization Study Survey and the Schools and Neighborhoods Study Survey were also examined. Because of the existence of an excellent intergovernmental and community outreach effort in the school district (School Program Involving our City's Elderly–SPICE), an analysis of this program is included. This report is in three chapters. The first contains an examination of building use records to ascertain the extent of community use of school facilities. The second includes an analysis of recent survey data gathered by the Seattle Public Schools Facilities Utilization Study. The third chapter includes a brief description of the SPICE program. (Author)

1498 ED 133 914

Schools and Neighborhoods Research Study: The Neighborhood Survey. Final Report.

Mathematica Policy Research, Seattle, Wash.; Seattle Public Schools, Wash.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—249p.; Occasional tables and some pages in appendices may not reproduce legibly; For related documents see EA 009 185-189

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Ancillary School Services, *Community Attitudes, Community Change, Community Characteristics, *Community Surveys, Educational Quality, Elementary Education, Neighborhood Schools, Parent Attitudes, Questionnaires, Research Methodology, *School Closing, School Community Relationship, Tables (Data)

Identifiers—Schools and Neighborhoods Research Project, *Seattle Public Schools WA, *Washington (Seattle)

Households and businesses in neighborhoods where an elementary school had been closed and in similar neighborhoods where the school remained open were surveyed to determine community attitudes toward school closings. Respondents were asked to address a variety of questions covering such subjects as their satisfaction with their neighborhood, their perception of the quality of public elementary education in their neighborhood, their support for schools, and the extent to which the public school played a role in their decision to locate in the neighborhood. The questionnaire attempted to ascertain what people thought actually happened or expected would happen if the neighborhood school were closed and to determine what has happened to the neighborhoods where the school did close. (Author/IRT)

1499 ED 134 671

Morley, Anthony J.

Southeast Alternatives; Final Report-1971-1976.

Minneapolis Public Schools, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—NE-C-00-3-0280

Note—235p.; For an earlier report see ED 092 433

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Community Education, Community Schools, *Experimental Schools, Nongraded Instructional Grouping, *Nontraditional Education, Open Education, Parent Participation, Parent School Relationship, *School Organization, Schools

Identifiers—*Southeast Alternatives

The result of a five year project on alternative schools within the public school system of Minneapolis, Minnesota, this report provides a complete description of the project from the pre-planning and proposal stage through the final evaluation. The program was implemented in the Southeast area, a community consisting of several communities with different racial and socio-economic characteristics. It involved four K-6 alternative schools: a contemporary school, an open school, a continuous progress school and a free school. It also had one high school which offered options in school programs. All the schools emphasized cooperation between parents, administrators and teachers. Parent participation and community education were major components of the program. Since the five year federal project has ended, the local school board has voted to continue alternative education for all students in Minneapolis schools. (Author)

1500 ED 135 823

ESEA Title VII Bilingual/Bicultural Education Program; Programa de Educacion Bilingue/-Bicultural 1975-1976.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date—[76]

Note—202p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, *Biculturalism, *Bilingual Education, Career Education, Compensatory Education, *Elementary Secondary Education, Evaluation Methods, Parent Attitudes, Program Descriptions, Program Effectiveness, *Program Evaluation, Self Concept, Spanish Culture, Spanish Speaking, Standardized Tests, Student Attitudes, Teacher Attitudes, Test Results, *Urban Programs

Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *Milwaukee Bilingual Education Program, Wisconsin (Milwaukee)

This is the annual evaluation report of the Title VII components of the Milwaukee Bilingual/Bicultural Education Program funded by Title I and Title VII of the Elementary and Secondary Education Act of 1967 and the Milwaukee Public Schools. The results of the 1975-76 assessment of pupil progress toward achievement of the program's academic and affective goals in elementary and secondary schools are detailed. It includes observations by parents, teachers, administrators, and the Educational Resource Team. Standardized test results indicate the goal of grade level progress was achieved at kindergarten, lower and upper primary in readiness, English reading, and mathematics when Bilingual Program performance was compared with national norms and Title I or Spanish-surnamed comparison groups. Half-day kindergarten children reached the same achievement level as those in full-day classes. Equivalent progress was not demonstrated at middle primary, the level at which many pupils were introduced to reading in their second language. At upper primary, Bilingual Program achievement exceeded that of the Title I Reading and Mathematics Programs. In addition, Spanish reading achievement was high. Both bilingual and comparison pupils tested positive on a self-concept test. A sample of students indicated positive attitudes toward Mexican and Puerto Rican cultures and a high level of cultural knowledge. Career Orientation, Bilingual Typing, and English for Latinos were innovative secondary school courses. Secondary students endorsed bilingual education. Teachers and parents gave the program high ratings in meeting the goals of grade level achievement and improved student self-esteem. Suggestions for program improvement were made. (RC)

1501 ED 135 832

Faunce, R.W. Walen, Tracey

The Minneapolis Accountability Project: 1972-1976. Final Report.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date—Jan 77

Note—79p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accountability, Advisory Committees, *Citizen Participation, *Community Involvement, Discipline, *Educational Programs, Program Effectiveness, *Program Evaluation

Identifiers—*Minneapolis Accountability Project, Minnesota (Minneapolis)

The Minneapolis Accountability Project was an effort of the Minneapolis Public Schools to provide greater accountability to the public by helping citizens evaluate school programs. Citizens study groups were provided with staff to help them in a year-long study of a topic selected by a citizen's advisory board. Study committees met weekly throughout the school year and made recommendations to the school board in the spring. Followup activities sought to promote implementation of the recommendations. The project operated from September 1972 through June 1976 and produced six studies: Pupil Progress Reporting, Use of Teachers' Skills, Basic Skills, Curriculum Development Procedures, Community Participation, and School Discipline. This report summarizes the project's four years. Emphasis is placed on the final year since the first three years have been described in earlier reports. An attempt is made to assess the project's impact. Participants were surveyed, study committee chairpersons assessed their committee's impact, state and local school officials gave their views, and newspaper reports of the project were reviewed. An independent evaluator hired by the state evaluated the project. Finally, an estimate of the status of the 95 recommendations made by study committees is given. Reactions of participants, the press, the state funding agent, the independent evaluator, and the superintendent were favorable. However, implementation of recommendations varied with the topic, and committee chairpersons' views reflected this variation. All chairpersons, however, felt the Accountability Project itself was worthwhile. (Author/RC)

1502 ED 136 019

Mowsesian, Richard

Corpus Christi Independent School District Career Education Project, 1975-1976. Final Evaluation Report.

Corpus Christi Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Note—90p.; For related documents see CE 010 148 and ED 118 785 ; Evaluation developed by ARBEC, Inc.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, *Career Education, Comprehensive Programs, Counseling Services, Demonstration Programs, Educational Assessment, Elementary Secondary Education, Program Attitudes, *Program Effectiveness, Program Evaluation, Questionnaires, School Districts, Statistical Analysis, Student Attitudes, Teacher Attitudes, Vocational Education

Identifiers—Texas (Corpus Christi)

The third-party evaluation description, data and conclusions are presented for the third year of the Corpus Christi Independent School District (CCISD) career education project. The evaluation sought to identify those parameters of career education (CE) that are exemplary and feasible for long term incorporation within the school system. Two major parameters were identified: (1) Conduct an indepth evaluation of select exemplary classroom units at grades 3, 5, 9, and 11, involving pre/posttesting and indepth interviewing, and (2) attempt to gain a longitudinal perspective, across three years, of CE in the CCISD. Data were gathered from students and teachers for reviewing these dimensions. Conclusions reported included the following: Positive career education movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE if effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students found their exposure to CE beneficial and would like more of it. Appendixes contain questionnairies used in the study. (TA)

1503 ED 136 020

Hood, Theresa W. Thompson, Christopher W.

An Operational Blueprint for Health Career Education and Training Program. Final Report.

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—VO299VZ

Pub Date—30 Jun 76

Grant—OEG-0-74-1652

Note—85p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agency Cooperation, Allied Health Occupations, *Allied Health Occupations Education, Career Choice, *Career Counseling, *Career Education, Career Exploration, Career Planning, Comprehensive Programs, *Curriculum Development, Developmental Programs, Disadvantaged, Educational Administration, Educational Objectives, Employment Qualifications, *Management Information Systems, Minority Groups, *Models, Postsecondary Education, Program Descriptions, Program Development, Secondary Education, Vocational Education

Identifiers—District of Columbia

An operational blueprint for health career education and training was designed to provide the District of Columbia public schools with a documented strategy for implementing a comprehensive, multifocal health careers program. The blueprint will establish a mechanism for interagency communication and cooperation at all levels, involving all aspects of health career education and training; establish a framework for identifying individual black, minority, and disadvantaged youth early in their secondary education in order to assist them in exploring careers in the health services field; and delineate the scope of counseling and related supportive services required to assist those students making a health career choice to successfully complete the selected career training and/or educational program. This report describes the development of the operational blueprint, emphasizing management functions related to implementation of health career education and training. Other components delineated include needs assessment, education and training, and student recruitment and counseling. The appendix briefly outlines criteria for certification for the following occupations: Dental assistant, dental laboratory technician, nurse aide, orderly, ward clerk, dietary aide, electrocardiograph technician, licensed practical nurse, certified laboratory assistant, prosthetist and orthodontist technician, physical therapist aide, and medical secretary. (TA)

1504 ED 136 377

Blanchard, Paul D. Kline, Robert L.

The Importance of Regionalism in the Decision-Making Style of Local Boards of Education.

Pub Date—Mar 77

Note—23p.; Paper presented at the "Conference on the Urban South: Perspectives and Retrospectives" (Charleston, South Carolina, March 25-26, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Board Administrator Relationship, *Boards of Education, *Conflict, *Decision Making, Elementary Secondary Education, Females, Geographic Regions, Political Influences, *Superintendents, Tables (Data)

Identifiers—Regionalism, *United States (South)

This study examines some of the characteristics of decision-making on school boards, focusing on the behavior of southern school board members in comparison with their counterparts in other regions of the country. Data were collected in 1975 at the convention of the National School Boards Association (NSBA). Self-administered questionnaires were randomly distributed by the NSBA staff members to board members and superintendents. This procedure generated a sample of 1,091 school board members and 116 superintendents. Three areas of board decisional behavior are studied–representation and representativeness, including the degree of representation of women on the board and whether the members of the boards view themselves as representatives or trustees and whether they view the board as more like a corporation board or like a legislature; accessibility to groups and the public; and the decision-making style of the board. The latter topic is concerned with two broad areas–whether the superintendent or the board is dominant and whether the board is bipolar, unipolar, nonpolar, or concealed in its decisional conflicts. Generally, school board politics in the South is different from that found in other regions in several important ways. (Author/IRT)

1505 ED 136 460

McKnight-Taylor, Mary

Summer Program for Hospitalized Handicapped Children, Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-61607

Pub Date—[75]

Note—44p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Exceptional Child Research, *Handicapped Children, *Hospitalized Children, *Hospital Schools, Individualized Instruction, Program Descriptions, *Program Evaluation, *Reading Instruction, *Urban Programs

Identifiers—New York (New York)

Presented is an evaluation of a program designed to provide intensive reading instruction to individual hospitalized, handicapped children in New York City. The project is noted to have served 375 children in 22 hospital settings and involved 32 teachers. Reported are findings indicating that approximately 92% of the pupils mastered at least one objective which they did not master prior to the program, and that 53% of the pupils mastered at least 76% of the instructional objectives to which they were exposed after having demonstrated previous non-mastery. Among listed recommendations are that the program be refunded and the budget be increased. Appended materials include the CROFT reading test forms, sample evaluation forms, and data collection forms. (IM)

1506 ED 136 479

Silverman-Dresner, Toby

Pre-Placement Program for Severely Multi-Handicapped Blind Children. 1974-1975 School Year. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[75]

Note—17p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blindness, *Daily Living Skills, Exceptional Child Services, *Multiple Disabilities, *Parent Participation, Preschool Education, Program Effectiveness, *Program Evaluation

Presented is an evaluation of a pre-placement program designed to improve the performance of 15 multi-handicapped blind children (4-10 years old) in activities of daily living, and to involve the parents in the children's education. Among findings reported are that all but one of the Ss improved in activities of daily living as measured by the rating scale. It is recommended that the program be continued and that staff suggestions be incorporated into future programming. Test results are presented in tabular form. (IM)

1507 ED 136 488

Ellis, Ronald S.

Summer Pre-Placement Program for Severely Multihandicapped Blind Children. Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—[75]

Note—33p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, Communication Skills, Exceptional Child Research, *Individualized Programs, Mobility, *Multiple Disabilities, *Parent Participation, Perceptual Development, *Program Evaluation, Psychomotor Skills, *Rehabilitation Programs, *Severe Disabilities, Social Development, Summer Programs, Young Children

Identifiers—Personal Independence

Evaluated was the Summer Pre-Placement Program for Severely Multihandicapped Blind Children, designed to provide individualized programs for improving the performance of 16 children (4-11 years old) in the following areas–communication skills, vision training, psychomotor and perceptual training, social development, ambulation, self-dependence, self-awareness, and awareness of others. Objectives of the evaluation were to determine if the performance of a majority of students improved across all items at least one scale point in the areas mentioned above, and to determine if parents were involved in the educational and emotional needs of the children and the rehabilitation methods employed. Findings showed that although the project's first objective was not met, no child decreased in terms of the areas under consideration and parents were involved in the program. (Appended are the rating scale, a sample interview schedule, responses to telephone interviews, observation report forms, and a daily schedule.) (SBH)

1508 ED 136 489
Ellis, Ronald S.
Summer Education Program for Neurologically and Physically Handicapped Children. Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—35p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Daily Living Skills, Elementary Secondary Education, Exceptional Child Research, Learning Disabilities, Motor Development, *Neurological Impairments, *Parent Participation, *Physical Disabilities, *Program Evaluation, *Rehabilitation Programs, Social Development, *Summer Programs, Swimming

Evaluated was the Summer Education Program for Neurologically and Physically Handicapped Children, designed to improve the performance of 145 children (6-16 years old) in the following areas–gross motor skills, swimming, fine motor skills, socialization with nonhandicapped peers, and independent daily living skills. The program included the following activities: pool hydrotherapy and swimming instruction, physical and occupational therapy, reading and mathematics instruction, arts and crafts, music, instruction in game skills, field day competition, and encouragement of parents to assist and participate in the program. Findings indicated that the program met its objectives of demonstrating a statistically significant improvement of its participants in program skill areas; and that the program as implemented coincided with the program as described in the proposal. (Appended materials include sample observation report forms, the rating scale, a schedule of daily activities, a sample parent questionnaire, and the program abstract.) (SBH)

1509 ED 136 490
Hollinshead, Merrill T.
Pre-School Program for Emotionally Disturbed, Language and Perceptually Impaired Children (Title VI) Evaluation Period (December 1974-June 1975). Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Emotional Disturbances, Exceptional Child Research, *Identification, *Intervention, Language Acquisition, *Learning Disabilities, Perceptual Motor Coordination, Preschool Education, *Program Evaluation, *Remedial Programs, Social Adjustment, Speech Improvement

Evaluated was a program designed to make an early diagnosis of the emotional problems and learning disabilities of 40 preschool children, and to furnish educational interventions so that these problems might be ameliorated before the children enter formal schooling. The program centered around speech and language, perceptual-motor activities, and adjustment to peers and adults. Evaluation objectives focused on assessment of improvement of 50% of the participants in areas of language, perceptual-motor development, social and emotional behavior, and attitudes toward and relationships with adults in the educational setting. Pre- and post-test data revealed that statistically significant differences in the direction of gains and improvement were obtained. There was also close agreement between staff members that over 75% of the children had improved moderately or markedly in attitudes toward and relationships with adults. (Among appended materials are statistical data and a sample form used to collect ratings of improvement.) (SBH)

1510 ED 136 491
Berger, Barbara
Teacher Training and Program Development in Motor Education for Handicapped Children in New York City Elementary Schools. September 1974-June 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Inservice Teacher Education, Mainstreaming, *Parent Education, *Perceptual Motor Coordination, *Program Evaluation, *Sensory Training
Identifiers—New York (New York)

Evaluated was a program designed to improve the perceptual, motor/sensory skills of 1,002 handicapped children (5-21 years old) in New York City schools. Program components included motor education training for students, inservice training of classroom teachers and periodic teacher workshops, and parent education through workshops and specially designed training materials. Findings showed that students made significant gains in motor skills as a result of training; that a positive training effect was also evident for classroom teachers; and that the program proved to have a comparable positive impact on parents as well. Recommendations were made that services be enlarged to include additional classes of learning disabled and blind students; and that the scope of teacher training be expanded. (Appended materials include sample data report forms; and copies of the Motor Proficiency Screening Test, the teacher questionnaire, and the parent questionnaire.) (SBH)

1511 ED 137 389
Impact and Operational Features of Programs Designed to Modify Disruptive Behavior in the Dade County Public Schools, 1975-76.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date—Oct 76
Note—77p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Behavior Change, *Behavior Problems, Counseling Services, Discipline Problems, Educational Programs, High School Students, Junior High Schools, Junior High School Students, *Nontraditional Education, Program Effectiveness, *Program Evaluation, *Secondary Education, Student Behavior
Identifiers—*Dade County Public Schools FL, Florida (Dade County)

The study discussed in this report is intended to describe the operation of two of Dade County, Florida Public Schools programs to modify the behavior of its disruptive students, the Alternative School (excluding the COPE centers) program and the School Centers for Special Instruction. Additionally, data on the impact of the alternative school program on student behavior is presented. Finally, a descriptive profile of the offenses and corrective responses made in the cases of approximately 1,300 recently suspended secondary students is presented. (Author/MV)

1512 ED 142 703
Evaluation of Personalized, Individualized, Vocational Occupations Training. Final Report.
Philadelphia School District, Pa.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.—498AH50297
Pub Date—Mar 77
Grant—G007500452
Note—85p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Audiovisual Instruction, Bilingual Students, Comparative Analysis, *Conventional Instruction, Criterion Referenced Tests, *Curriculum Evaluation, Curriculum Research, *Educational Environment, Experimental Groups, High Schools, *Individualized Instruction, *Job Skills, Mild Mental Retardation, Regional Schools, Secondary Education, Spanish Speaking, *Vocational Education, Vocational Schools, Vocational Training Centers
Identifiers—Pennsylvania (Philadelphia)

A study was conducted to determine whether or not the Personalized, Individualized, Vocational Occupations Training (PIVOT) materials developed by the School District of Philadelphia were capable of developing entry-level competency in secondary school students in a variety of educational settings (comprehensive high schools, an occupational school for educable mentally retarded, a skills center, and an area vocational-technical school) and subject areas (nurse's aide, industrial electricity, automotive mechanics, and machine tool trades). Experimental classes, using the PIVOT materials, were taught by means of individual sound-on-slide projectors, while control classes were taught the same material by conventional methods. Comparison of rates of success on a criterion task in each subject area proved the PIVOT method capable of developing entry-level competency in each setting. No significant differences were detected however between effects of the PIVOT materials and conventional methods except for educable mentally retarded students, who learned significantly better with the PIVOT materials. Repetition of the experiment with larger groups of students is recommended. Appendixes, which comprise three-fourths of the document, include lists of PIVOT units, the criterion tasks and checklists for units used in the research, the rating form for individual slides and definitions of possible defects, samples of printed materials used with the PIVOT units, and the research questionnaires. (Author/BM)

1513 ED 142 777
Career Education Resource Units. Grade: 1.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note—99p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 1, Integrated Curriculum, *Learning Activities, Primary Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study

The units contained in the guide are intended primarily as resource materials to assist grade 1 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Twelve units relate to social studies and are titled Beginning Map Skills, The Community Newspaper, Environmental Control, Hospitality and Recreational Services, I Need My Family–My Family Needs Me, I Need My Neighbor–My Neighbor Needs Me, I Need My School–My School Needs Me, Loco-Global Communication and Transportation, Me, Our Parents As Community Helpers, The School Community, and Self-Awareness. Four science-related units are also included: Careers in Marine Occupations, Environmental Control, Let's Go to the Zoo, and Nutrition. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1514 ED 142 778

Career Education Resource Units: Grade 2.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Note—155p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 2, Integrated Curriculum, *Learning Activities, Primary Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study

The units contained in this guide are intended primarily as resource materials to assist grade 2 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Eighteen units relate to social studies and are titled Airport, Career Awareness, Community Helpers, Environmental Control, Factories, Getting Ready to Take a Trip, Health and Safety, Hospitality and Recreational Services, How People Help Me in the Community, How We Get There, India, Japan, Jobs Our Parents Do, Local and Global Communication and Transportation, Main Street-U.S.A., Places to Stay and Eat, "Ride 'Em Cowboy!", and Transportation and Communication. Four science-related units are also included and cover space exploration, dental care, marine occupations, and nutrition. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1515 ED 142 779

Career Education Resource Units: Grade 3.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—181p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Elementary School Mathematics, Grade 3, Integrated Curriculum, Language Arts, *Learning Activities, Map Skills, Natural Resources, Primary Education, Recreation, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Tourism, Transportation, Unit Plan, *Units of Study

Identifiers—Delaware

The units contained in this guide are intended primarily as resource materials to assist grade 3 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. There are 2 units relating to language arts (covering letterwriting and newspapers), 21 units relating to social studies (covering self-awareness, the community, the school, transportation, the environment, and the family), 6 science-related units (covering marine occupations, conservation, electricity, nutrition, photography, and water), and 1 unit relating to mathematics (money). Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. (TA)

1516 ED 142 780

Career Education Resource Units: Grades 4.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—224p.; For related documents see ED 122 041 and CE 011 889-896. Several pages may not reproduce well due to faint type

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Geography, Grade 4, Integrated Curriculum, Intermediate Grades, *Learning Activities, Map Skills, Nutrition, Recreation, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Tourism, Transportation, Unit Plan, *Units of Study

Identifiers—Delaware

The units contained in this guide are intended primarily as resource materials to assist grade 4 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Fourteen units relate to social studies and cover map skills, regions of the United States (plains, mountain, coastal, and desert), careers in Delaware, the clothing industry, hospitality and recreational services, and communication and transportation. Six science-related units cover nutrition (two units), natural resources, environment, sound, and marine occupations. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1517 ED 142 781

Career Education Resources Unit: Grade 5.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 76

Note—209p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*American History, Behavioral Objectives, Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 5, Industry, Integrated Curriculum, Intermediate Grades, Language Arts, *Learning Activities, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study

Identifiers—United States

The units contained in this guide are intended primarily as resource materials to assist grade 5 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. There is 1 unit relating to language arts (listening skills), 19 units which relate to social studies (with emphasis on the development of the United States as a nation and covering the areas of student self-awareness, the community, industry, the school, transportation, the environment, and the family), and 5 science-related units (physics, environmental control, biology, marine occupations, and nutrition). Each unit contains the following: An overview, content outline, unit objectives, and unit description (which provides criterion referenced objectives, learning activities, and a list of materials). Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1518 ED 142 782

Career Education Resource Units: Grade: Special Programs.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Note—138p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary Education, Elementary School Curriculum, *Fine Arts, Humanities, Individual Development, Integrated Curriculum, *Learning Activities, Learning Laboratories, Physical Education, Primary Education, *Resource Centers, Resource Materials, Resource Units, Self Concept, Special Education, Teacher Developed Materials, Unit Plan, Vocational Education

The units contained in this guide are intended primarily as resource materials to assist elementary school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. The units are designed to be appropriate for multigrade activities, from kindergarten through grade 5. There are 21 units relating to the fine arts (art, music, theater), 7 units relating to physical education, 4 units relating to special education (listening and speaking skills, personal health, self-awareness, and the resource classroom as a laboratory in vocational training), and 9 units relating to career centers. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

1519 ED 142 783

Career Education Resource Units. Middle School: Vol. I.

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—218p.; For related documents see ED 122 041 and CE 011 889-896

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Elementary School Mathematics, Fine Arts, Humanities, Integrated Curriculum, Intermediate Grades, Language Arts, *Learning Activities, Middle Schools, Occupational Clusters, Physical Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Teacher Developed Materials, Unit Plan, *Units of Study, Vocational Education

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for middle school career awareness. There are 8 units relating to mathematics, 9 science-related units, 19 units relating to social studies, 2 units relating to language arts, and 1 unit relating to health and physical education. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. Units are listed according to career clusters, and a list of unit authors and their schools concludes the guide. (TA)

1520 ED 142 784
Career Education Resource Units. Middle School: Vol. II.
Newark School District, Del.
Spons Agency—Office of Education (DHEW) Washington, D.C.
Pub Date—76
Note—286p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Elementary School Mathematics, Fine Arts, Health Education, Home Economics, Humanities, Integrated Curriculum, Intermediate Grades, *Language Arts, *Learning Activities, Middle Schools, Occupational Clusters, Physical Education, Practical Arts, Recreational Activities, Resource Materials, Resource Units, Science Curriculum, Self Concept, *Skill Development, *Social Studies, Teacher Developed Materials, Unit Plan, *Units of Study, Vocational Education, Vocational Interests

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for middle school career awareness. There are 5 units relating to mathematics, 1 science-related unit, 9 units relating to social studies, 17 units relating to language arts, 12 units relating to health and physical education, 13 units relating to the fine arts, 10 units relating to the practical arts, 9 units relating to home economics, and 7 units relating to leisure activities. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. Units are listed according to career clusters, and a list of unit authors and their schools concludes the guide. (TA)

1521 ED 142 859
Lewis, Laura P. Tanner, James R.
Model Allied Health Professions Counseling Program Guide for Secondary Schools.
Cleveland Public Schools, Ohio.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.
Pub Date—77
Contract—HRA-231-75-0215
Note—82p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Allied Health Occupations Education, Career Guidance, *Career Planning, *Counseling Services, *Curriculum Development, Educational Counseling, *Guidance Programs, Program Guides, *Secondary Education, Secondary School Students, Student Personnel Services

The purpose of this project is to develop and test a model secondary school counseling program emphasizing allied health professions careers. This high school program developer and counselors Guide Book and Resource Kit are produced here to assist secondary schools in their efforts to systematically improve curricular experiences for increased numbers of high school learners. Definitive information about allied health careers, in addition to course of study, are presented here as learning tools for use by counselors and teachers to provide exploratory and informative experiences for their students. This model program was tested, implemented and evaluated in both Cleveland, Ohio and New Orleans, Louisiana simultaneously. Teaching and counseling content and techniques were tried out with diverse economic and racial groups. Suggestions in the course of study include lectures, demonstrations, field observations, surveys, other techniques and technical content synthesized from experiences of health practitioners, high school and college instructors, counselors, administrators and admissions officers. Helpful learning hints are offered in the Resource Kit for educators, such as mathematics and science teachers and non-allied health counselors, so that they may integrate allied health fields awareness into their teaching plans. With successful completion of this program students will have adequate knowledge and experience about allied health careers to make career selections. (Author)

1522 ED 143 561
Career Motivation Activities Guide, 4th through 6th Grade.
Toledo Public Schools, Ohio.
Pub Date—75
Note—180p.; Best copy available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Activity Units, Affective Objectives, *Career Awareness, Career Development, *Career Education, Career Guidance, Career Planning, Curriculum Guides, Decision Making, Educational Objectives, Elementary Education, Goal Orientation, Grade 4, Grade 5, Grade 6, Grade 7, Interdisciplinary Approach, Language Arts, Learning Activities, Sciences, Self Concept, *Skill Development, *Social Studies, Special Education, Student Motivation, *Units of Study

The activities guide is intended primarily to assist teachers in grades 4-7 in teaching career awareness concepts. Instructional activities correlate basic skill and career education objectives. The 29 units cover topics related to social studies (self-awareness, the community, the school, transportation, the environment, family roles, economic concepts, advertising, and politics) and science (nutrition, food production, and physiological functions). Material from the fields of art, language, math, and home economics is also incorporated into the units. The final chapter presents career awareness activities and materials for special students in multiple grade levels. Topics include family roles, the rewards of work, accepting emotions, manners, and salaries. Each unit contains the following: grade level designation, area of interest, subject area, title, developmental and behavioral objectives, concepts, activities, media and materials, and evaluative comments by teachers who have previously used the unit. Materials listed are filmstrips, possible class speakers and topics, demonstration paraphernalia, classroom equipment, children's books, study prints, and miscellaneous materials used in the activities. Supplementary materials include grooming pointers, information on selling oneself to an employer, personal data sheet, and a sample employment form. (Author/DB)

1523 ED 143 785
Career Education Instructional System. Final Report.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—V0001VW
Pub Date—Mar 77
Grant—OEG-0-74-0955
Note—190p.; For a related document see ED 117 540 ; Best copy available
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Career Awareness, *Career Education, Community Involvement, Curriculum Development, Educational Objectives, Elementary Secondary Education, Fused Curriculum, *Guidance Programs, Information Dissemination, Models, Program Descriptions, *Program Development, Program Evaluation, Resource Materials, Resource Units, School Districts
Identifiers—Delaware, Delaware (Newark)

Designed to complement and enrich the existing career education program in the Newark (Delaware) School District, the project reported here was an effort to develop a model that was easily transportable and could be implemented with minimal funding. Objectives were to comprehensively define the existing K-12 career education program in the Newark (Delaware) School District, provide for significant increase in community involvement, identify program gaps to be addressed, define implementation procedures, and develop and identify instructional resources and materials to support classroom activities. The body of the report (26 pages) describes goals and objectives of the project, provides general information, district perspective, curriculum development, orientation, and results and accomplishments of the community, guidance, curriculum, and dissemination components of the project. The following appendixes make up the remainder of the report: Newark School District K-12 Model for Career Education and Goals and Recommendations for Implementation of Career Education K-12 (32 pages); Student/Teacher Participation by Grade and School Year; Educational Resources Association (ERA) Descriptive Materials; Career Education Advisory Council; Guidance Development Plan; Guidance Development Component Sample Materials; and Format Guidelines for Curriculum Development. (TA)

1524 ED 143 801
A Guide for Counselor Involvement in Pre-Employment and Placement Activities.
Akron-Summit County Public Schools, Ohio. Job Placement Dept.
Pub Date—[77]
Note—145p.; Best copy available
Available from—Akron-Summit County Public Schools Job Placement Department, 482 Gran Street, Akron, Ohio 44311 ($10.00)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Career Counseling, *Career Development, *Career Guidance, Data Collection, Employment Opportunities, Guides, High School Graduates, *Job Placement, Job Training, Occupational Information, *Program Development, Resource Materials, School Counselors, Secondary Education, Secondary School Students, Student Placement, Vocational Followup

Procedures, practices, and materials contained in this guide for counselors have been field tested and successfully used in a variety of school settings. The guide has two major sections. The first section deals with the development of the original project and includes discussion of student needs assessment, staff assessment, and establishing priorities/meeting needs. The second section deals with the four components of the placement process, covered separately with accompanying field tested practices, procedures, and materials. Components are (1) data (student data, community resources, career resource file, employer data, post-high school training and education, and resource center), (2) preparation (pre-employment preparation, job seeker errors, attitude and employability, a practitioner's point of view, pre-employment materials, developing a mini-unit format, post-high school training and education, summary of preparation and exploration program, approaches for the infusion of activities), (3) placement (telephone procedures, the job order form, the job match, referral process, job development), and (4) follow-up. Appendixes contain a personal needs survey form, follow-up survey, sample student data collection forms, sample for recording employer data, and a sample employer job order form. (TA)

1525 ED 143 879
Enoch, Lloyd W.
A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.
Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—31 May 77
Note—45p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Assessment, Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Followup Studies, Graduate Surveys, *High School Graduates, Postsecondary Education, *Program Attitudes, Program Content, *Program Effectiveness, Program Evaluation, Relevance (Education), Secondary Education, Summative Evaluation, *Vocational Education, *Vocational Followup
Identifiers—Virginia, *Virginia (Roanoke)

In a follow-up study of secondary school students who completed vocational education programs in the Roanoke City Public Schools during the 1975-76 school year, students and their employers were asked to rate the effectiveness of the vocational instructional programs in relation to twelve aspects of employment. Questionnaires were sent to 381 students and 59 employers; 51% of the students and 68% of the employers responded. Findings were that 59% of the students employed were full-time employees in fields directly related to their secondary studies, and 70% of the students rated the vocational education instructional program above average. A highlight of the findings was that 31% of the vocational education graduates were now enrolled full time (6% part-time) in postsecondary programs, with 59% of them enrolled in programs directly related to their secondary vocational education studies. Seventy-seven percent of the employers rated the vocational education instructional program above average. A long-range (five-year) study is recommended using the present study as a basic building block. (Author/BL)

1526 ED 144 014
Parker, Ronald K. And Others
A Multisite Evaluation of Reading Is Fundamental: Summary Report.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Report No.—CASE-15-75
Pub Date—Jul 75
Note—62p.; For related document, see CS 003 408; Some parts may be marginally legible due to print quality
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Involvement, *Disadvantaged Youth, Elementary Education, *Program Evaluation, Reading Interests, *Reading Research, *Recreational Reading, *Student Attitudes, Student Motivation
Identifiers—*Reading Is Fundamental

Reading Is Fundamental (RIF) is a national program that seeks to motivate children to read. Implemented by local sponsors and aimed at disadvantaged groups, it offers participating children a wide selection of attractive paperback books about interesting people, places, and events. The multisite evaluation summarized in this report studied children, their parents, their teachers, and the RIF delivery agents in six sites in different parts of the nation. The evaluation investigated both the outcomes and the process of project operations, though results related to process are not dealt with in detail in this report. Matched samples of fifth graders and second graders, half of whom were attending RIF programs and half were not, were interviewed and tested in the study. Among the generally favorable findings was the fact that RIF students exhibited more positive feelings about being in the presence of books, though RIF did not appear to be affecting children's more general views of school and of reading. (AA)

1527 ED 144 167
Andes, John Paterson, John J.
A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts.
Pub Date—Apr 77
Note—16p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, N.Y., April 4-8, 1977); Not available in hard copy due to marginal legibility of original document
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Decentralization, Educational Change, Elementary Secondary Education, *National Surveys, *Organizational Change, *Prediction, Research Methodology, School Community Relationship, *School Districts, Tables (Data)
Identifiers—*Delphi Technique

This paper describes a follow-up study that was made to assess the accuracy of Delphi forecasts produced as part of a 1970 study on changes in the organizational structure of large school districts. The 1970 study examined the organizational models of 82 of the largest U.S. school districts, based on data gathered from superintendents of the districts and from chief state school officers. As part of that study, the Delphi technique was used to project organizational changes that were expected to occur in the study districts by 1974. The follow-up study surveyed the superintendents of the 82 study districts to learn which, if any, of the predicted changes have occurred. Findings of the follow-up study show that all of the organizational changes forecast to occur by 1974 have occurred, and that no changes forecast to occur after 1978 have occurred. (Author/JG)

1528 ED 144 328
PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.
Colorado Springs Public Schools, Colo.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[74]
Note—75p.; Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Demonstration Programs, *Diagnostic Teaching, Elementary Secondary Education, Inservice Teacher Education, Learning Disabilities, Mainstreaming, Parent Participation, Program Descriptions, *Program Evaluation, Program Guides, *Reading Difficulty, Records (Forms), Remedial Programs, *Self Concept, Special Classes, *Student Evaluation, *Student Placement
Identifiers—*Project PARADE

Provided is the replication manual for the PARADE (Projects Advancing Reading Achievement and Developing Ego-Strength) project, a program designed to identify and diagnose reading problems in elementary and secondary level students entering a new school, provide an intensive program of prescriptive training, and aid the child in development of self concept. Brief sections cover background information; procedures for initial screening, individual analysis of learning abilities, placement (in regular or special classes), and prescriptive training; evaluation findings regarding seven project objectives; cost information; and a list of materials used during each program step. Noted among the PARADE activities are parent consultations, use of volunteer teacher aides, and inservice programs for regular classroom teachers. Appendixes, which make up the bulk of the document, include the following: a manual evaluation form, the PARADE Learner Self Concept Inventory, outline of units for Self Concept Group Sessions; PARADE forms for parent ratings, parent information and permission, student records, student referral, and parent program evaluation; an outline of sequential reading skills; and PARADE statistical evaluation data. Also provided is a PARADE guide for planning a diagnostic reading center. (SBH)

1529 ED 145 204
Allen, Audrey S.
Research and Development Project in Career Education K-14. Final Report.
Baltimore City Public Schools, Md.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.—V361060L
Pub Date—2 Jun 75
Grant—OEG-0-73-2997
Note—158p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Career Awareness, *Career Development, *Career Education, *Career Exploration, Career Guidance, College School Cooperation, Cooperative Programs, Elementary Secondary Education, Inservice Teacher Education, Internship Programs, Parent Participation, *Program Development, School Districts, Teacher Workshops, Two Year Colleges, Work Experience Programs
Identifiers—Maryland, *Maryland (Baltimore)

Objectives of a career education research and development program were to reduce student absenteeism and dropout rates in seven Baltimore schools (four elementary, two junior high, and one high school) by initiating and developing career awareness at the elementary level; providing occupational information, personal development, and career exploration experiences in junior high schools; developing a high school cooperative education program with the community college; and involving the parents in development of the career education program. The primary conclusion was that the one-year program made a decisive impact on the participating students and was considered a success by all involved. Recommendations include providing inservice career training to all school personnel, initiating cooperative teacher education programs with local colleges and universities, and developing staff inservice education programs concerning public and private sectors of the employment community. The body of the report (twenty-three pages) includes brief descriptions of several project components, e.g., an elementary school store, junior high in-school and on-the-job work experiences, the high school volunteer intern program with the University of Maryland hospital, and a three-day workshop for teacher education faculty and students held at Coppin State College. Sample report forms, teacher guides and lesson plans, workshop agendas, and parent questionnaires are contained in a 104-page appendix. (BL)

1530 ED 145 245
Napolitan, Richard R.
A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.
North Hills School District, Pittsburgh, Pa.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Bureau No.—20-6803
Pub Date—28 Sep 77
Note—85p.; Not available in hard copy due to poor reproducibility of the original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Development, *Career Exploration, *Cooperative Programs, Educational Objectives, Grade 11, High Schools, Models, Nontraditional Education, Program Design, *Program Development, *Program Effectiveness, School Community Programs, Secondary School Students, Student Evaluation
Identifiers—Pennsylvania (Pittsburgh)

A project involving thirty-nine eleventh grade students was undertaken at a senior high school to plan and initiate a community-based action learning program to provide students with a meaningful cooperative school-community work learning experience. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study, and students were evaluated twice during the eighteen-week semester on the accomplishment of objectives established by the student, advisor, and field site representative. Twelve project outcomes indicated that the program has become an alternative to the traditional school. Students' attitudes toward school became more positive; results in the Vocational Maturity Inventory Scale indicated increased career awareness; field site sponsors and parents sent numerous data to verify students' increased self-esteem and confidence; and plans have been established to develop many of the outcomes into a model for a community-based learning program. (The appendix, comprising one-half of the report, includes an application form; placement and sponsor's participant agreement forms; a typical field site resume; seminar objectives; curriculum objectives for English, social studies, and physical education; evaluation data results; and program and student evaluation questionnaires.) (EM)

1531 ED 145 517

Cunningham, Claude H. Williams, Frank P.

Magnet School Project Evaluation First Annual Report, 1975-76.

Houston Independent School District, Tex.

Pub Date—76

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Desegregation Methods, Elementary Secondary Education, Enrollment, *Magnet Schools, *Nontraditional Education, *Program Evaluation, *Racial Distribution, School Desegregation, *Student Transportation, Tables (Data)

Identifiers—Houston Independent School District TX

The Magnet School Plan as presented to the court and subsequently approved in July, 1975, contained four action areas: (1) reduce the number of schools that are 90 percent or more white or combined black and brown, (2) reduce the number of students attending schools that are 90 percent or more white or combined black and brown, (3) provide free transportation to all students attending magnet schools, and (4) report student enrollment and teacher assignment by ethnic group in each magnet school biannually. These action concerns have been translated into 34 programs operating in 32 schools as either schools-within-schools, add-on programs, cluster centers, or separate and unique schools. This comprehensive report contains evaluation of the degree that each program has met its objectives and of the degree that the total project has met the objectives for integration as approved by the court. The Phase I programs were able to achieve 81.5 percent of their 232 objectives. Four general problems were reported–curriculum development, transportation, recruitment, and purchase of materials. (Author/IRT)

1532 ED 146 297

Faust, John F.

The Social and Political Factors Affecting the Closing of Schools in a Period of Declining Enrollments in a Large Urban School System.

Pub Date—76

Note—254p.

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-[illegible]397)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—*Community Involvement, *Decision Making, *Political Issues, *Social Influences, *Urban Areas, *Urban Schools

Identifiers—*Ohio (Cincinnati)

The purpose of this dissertation was to identify and analyze the social and political factors that affected two school closing decisions in the Cincinnati Public Schools and to develop recommendations for improving the process of making school closing decisions in the future. The procedure for conducting the study involved the preparation of case reports on each of the two school closing experiences. These cases were analyzed by using an interaction decision model and by conducting interviews with three of the people who had been active participants in each of the decision processes. From these analyses a series of questions was developed for use in analyzing three case reports on subsequent school closing considerations in which a different decision process was used. Several social and political factors were identified as having affected the decisions in the cases that were studied. The principals and the school communities had learned about the proposed closing of their schools through information leaks from the central office in both instances. Subsequent efforts to involve the communities in the decision process were rejected because they appeared to have occurred after the decisions had been made. Among the recommendations that were made to guide the decision makers who will be considering the closing of schools because of declining enrollments are the following: (1) a comprehensive collection of data concerning each school should be compiled and a school should be considered for closing only if such action is supported by the data, and (2) school principals who will be affected by the closings should be involved in the decision from the start of the data collection stage. (Author/AM)

1533 ED 146 438

Minority Ownership of Small Businesses. Thirty Case Studies.

District of Columbia Public Schools, Washington, D.C.; Education Systems Resources Corp., Arlington, Va.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Office of Minority Business Enterprise (DOC), Washington, D. C.

Report No.—DHEW-OE-72-26

Pub Date—72

Note—95p.; For a related document see ED 074 2[illegible]

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-0882, $1.00)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administration, Adult Education, Adult Vocational Education, *Black Businesses, Business, Business Education, *Case Studies, Construction Industry, Financial Needs, *Financial Problems, Financial Support, Guides, Manufacturing Industry, *Minority Groups, Retailing, Service Occupations

Identifiers—*Small Businesses

Intended as an alternative method of learning for the adult minority business student, this document presents thirty case studies of minority individuals who have started their own business ventures. These case studies are designed to provide material for class discussions, an introduction for role playing, or a resource for individual study. Each case reports the events and circumstances as perceived by the individual business persons and others involved in managing, financing, or otherwise assiting the various ventures. The cases also illustrate the particular problems confronting the minority members who participate in a wide variety of businesses in retail sales, various areas of the service trade, manufacturing, and construction. These case studies form the background for the materials presented in "Minority Ownership of Small Businesses–Instructional Handbook" (see related note). (BM)

1534 ED 146 477

Sylvan, Donna L. Ballagas, Linda D.

Follow Through Final Report 1975-76. Atlanta Public Schools Research and Evaluation Report, Vol. X, No. 10, March 1977.

Atlanta Public Schools, Ga.

Pub Date—Mar 77

Note—97p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Demonstration Programs, Educational Development, *Health Services, *Instructional Programs, Parent Participation, *Primary Education, Program Descriptions, Program Development, *Program Evaluation, Psychological Services, Social Services, *Staff Development

Identifiers—Atlanta Public Schools GA, *Interdependent Learning Model, *Project Follow Through

During the 1975-76 school year, the Follow Through Program operated in grades kindergarten through third in four elementary schools, and in two nongraded primary schools. The Atlanta Follow Through Program implements the Interdependent Learning Model (ILM) developed by the late Dr. Lassar Gotkin. The Interdependent Learning Model presents a method of teaching which emphasizes language development, the use of small groups, instructional games, and teamwork. This program differs from most of the other federal programs in the Atlanta Public School System in that it provides both instructional activities and social and psychological services for the pupils served. In addition, the program provides health services. The Atlanta Follow Through Program can be divided into seven components: administration, instruction/staff development, parent involvement/Policy Advisory Council, social services, psychological services, health services, and evaluation. This report examines each of these components separately. A summary of the cost data is presented after the component narratives. The report ends with conclusions and recommendations based on the activities and findings of all the components. (Author)

1535 ED 147 494

A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—498AH50188

Pub Date—30 Aug 77

Grant—G007500677

Note—62p.; For related document see CE 013 385

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, Articulation (Education), Bilingual Students, Career Guidance, Curriculum Development, Delivery Systems, Educational Facilities, *Educational Planning, Employment Problems, Guidance Centers, Guidelines, Handicapped Students, Information Systems, Job Placement, *Job Training, Labor Market, Labor Utilization, Management Information Systems, Metropolitan Areas, Program Development, School Community Relationship, Staff Development, Systems Approach, *Systems Development, *Urban Education, *Vocational Education, Youth Employment

Identifiers—Comprehensive Occupational Education System, *New York (New York)

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (COES) based upon the COER (Comprehensive Occupation Education Research) Project model developed in New York City. After describing the background, objectives, and implementation of the COER Project and briefly explaining the systems approach to planning, the recommended action steps for planning such a system are presented under the following twelve major divisions: a comprehensive occupational education plan for a major metropolitan area; occupational education and labor market needs; curriculum development; coordination-involvement, business, industry, labor, the community; public attitudes; vocational guidance, counseling, placement and follow-up; personnel development; articulation; monitoring and evaluation; remediation; handicapped and bilingual; and planning alternative facilities for comprehensive occupational education: a career development center. Finally, guidelines for planning a career development center facility are presented. (BM)

1536 ED 147 495

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—498AH50188

Pub Date—30 Aug 77

Grant—G007500677

Note—422p.; For a related document see CE 013 383 ; Best copy available

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Adults, Career Development, *Career Guidance, Comprehensive Programs, Cooperative Programs, Coordination, Delivery Systems, Demonstration Programs, Dropouts, Educational Facilities, Educational Needs, Educational Planning, Employment Problems, Guidance Centers, High School Students, Information Systems, *Job Placement, *Job Training, Labor Market, Labor Needs, *Management Information Systems, Metropolitan Areas, Minority Groups, Program Descriptions, School Business Relationship, School Community Relationship, Systems Approach, *Systems Development, Unemployment, *Urban Education, Urban Youth, Vocational Education, Youth Employment

Identifiers—Comprehensive Occupational Education System, *New York (New York)

Designed to gather and analyze the information needed to develop a plan for a model comprehensive occupational education system (COES), this research project is reported in five chapters. Chapter 1 provides an overview of the project which was conducted in the Bronx borough of New York City because this area exemplifies the problems of urban education and has a high unemployment rate for minority teenagers. Chapter 2 defines the existing occupational education delivery system, identifies the unmet needs of the target population, and provides an analysis of the labor market. Chapters 3 and 4 present the plan for a COES and its component parts: a career development center (CDC), a centralized information system, and a career guidance system. Organized schemes for both a COES and a CDC are presented, as well as sections dealing with facilities planning, transportation and scheduling patterns, curriculum development, and coordination with business/industry/labor/community. The final chapter presents the conclusions and recommendations of the COER Project (Comprehensive Occupational Education Research). Suggested guidelines for developing such a system in other large cities are included in a companion document. (BM)

1537 ED 147 512

Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Career Development

Pub Date—Aug 77

Contract—0589-AA-NS-0-7-GA

Note—79p.; For related documents see CE 011 209, CE 011 212

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Admission Criteria, Career Development, *Career Education, Career Exploration, Daily Living Skills, High Schools, Models, *Nontraditional Education, Pilot Projects, Program Descriptions, Program Development, Program Effectiveness, Program Evaluation, Program Validation, *School Community Relationship, Skill Development, *Student Attitudes, Student Characteristics, Student Evaluation, *Student Improvement, Summer Programs, *Work Experience Programs

Identifiers—District of Columbia, *Experience Based Career Education, Far West Laboratory for Educational R and D CA

An evaluation of the Experience Based Career Education (EBCE) Program of the District of Columbia Public Schools (DCEBCE) for summer, 1977, was conducted to provide preliminary information for the three-year program effort to use in program planning and decision making for the 1977-78 school year. DCEBCE was evaluated using the Context, Input, Process, and Product Model since it afforded a useful classification system of the strategies that can be employed to evaluate programs aimed at educational change. DCEBCE was based on the Far West Laboratory (FWL) version of EBCE, which serves as a comprehensive, individualized and alternate plan of learning for high school youth, and provides community work experiences for students. Focus of the evaluation was on identifying characteristics of the initial group of forty-seven beginning and ending tenth grade student participants in the summer program and determining program impact on them. Students were pretested in the areas of self-awareness, career maturity, and basic academic competency. Evaluation results showed that the summer program had been successful, with students and resource persons expressing mutual appreciation. Recommendations based on results of the evaluation included further developing the DCEBCE program into a model program, especially in the area of career development; hiring a skills specialist to train students in areas of deficiency; and hiring a counselor to meet students needs in career guidance and counseling. (TA)

1538 ED 147 513

Drews, Pearl A.

Flight Plan: Toward a Career Choice. School and Community as Co-Pilots of Career Education.

Akron Public Schools, Ohio.; Akron Regional Development Board, Ohio.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-76-0394

Note—405p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Agencies, Business, *Career Choice, Career Development, Career Education, Community Involvement, Community Resources, *Cooperative Programs, Coordinators, Curriculum Development, Educational Objectives, Elementary Secondary Education, Field Trips, Fused Curriculum, Guides, Inservice Education, *Inservice Teacher Education, Institutional Cooperation, Job Placement, National Programs, Professional Associations, *Program Descriptions, *Program Development, Program Evaluation, Program Guides, Resource Materials, School Business Relationship, *School Community Relationship, Staff Role, Universities

Identifiers—*Ohio (Akron)

Based on collaboration efforts in Akron, Ohio, this manual is designed to help interested communities implement or expand collaboration of career education among the formal education system, the home-family structure, business, labor, industry, government, the professions, service organizations, and others. Topics discussed include the following: background information about career education, including history and collaboration in career education; the career education concept in Akron; collaboration in Akron; inservice programs, including university involvement, workshops, seminars, and program development; collaboration in national programs (Exploring-Boy Scouts of America, Project Business, Vocational Exploration Program, and Youth Motivational Task Force); collaboration in local programs of national organizations; collaboration in Akron programs for elementary and secondary schools; collaboration with parents; collaboration to make speakers and field trips contribute to effective career development; preparation and placement; and evaluation in career education. A bibliography and listings of contributors and collaborating agencies are appended. (TA)

1539 ED 147 623

Lafferty, Bill R.

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

Education Service Center Region 20, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502-AH-60020

Pub Date—30 Oct 77

Grant—G61-76-00967-502

Note—227p.; Parts of appendixes may be marginally legible due to print quality

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Awareness, *Career Development, *Career Exploration, *Cooperative Programs, Demonstration Programs, High Schools, *Individual Development, Learning Laboratories, Program Administration, *Program Effectiveness, Program Validation, *School Community Relationship, Skill Development, Student Attitudes, Student Evaluation

Identifiers—*Experience Based Career Education, Texas (San Antonio)

The three-year San Antonio Experience-Based Career Education (EBCE) Project, an implementation of the Northwest Regional Educational Laboratory EBCE model, was evaluated for its first year of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale Independent School District and the San Antonio Independent School District. Learning resources consisted of those in the learning center and those provided at community sites. Twenty program and twenty control students were selected in both school districts. The project evaluation covered two components: process and outcome. The process focused on program elements deemed essential for a valid demonstration of the EBCE model. The outcome evaluation was designed to test a set of hypotheses related to student development in career, life, and basic skills and utilized a battery of four tests for pre- and posttest measures. Results showed that both school districts were successful in planning and implementing the project. Outcome evaluation demonstrated very strong comparative effects in attitude toward school, self-acceptance, and others acceptance. Life skills were positively affected by participation in the program. Career skills results showed no consistent patterns of difference between the program and control students. (This report includes three major sections: annual interim report, third-party evaluation, and appended project materials.) (SH)

1540 ED 148 991

Final Report on the Collaborative Research Project; New York Urban Coalition - I.S. 162, Community School District #7.

New York Urban Coalition, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date—Oct 77

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Junior High Schools, Parent Role, *Problem Solving, *Research Projects, School Community Relationship, *School Organization, Site Analysis, Student Role, Teacher Role, *Technical Assistance, Urban Schools

Identifiers—*New York (Bronx)

This project was the result of a three year collaboration between the New York Urban Coalition and Intermediate School 162, Bronx, New York. Concerns addressed included institutional development, collaborative planning and implementation, school form and process, and technical assistance strategies. Intermediate School 162 was selected for development as a mini-school complex. The theory was that any real changes in education had to take place on a local school level. Relationships between the school, teachers, parents, and the larger community were envisioned as key factors in educational change. This report reviews the major components of the project and discusses the "learnings" which emerged. (Author/GC)

1541 ED 149 044

[Vocational Village Staff Handbook].

Portland Public Schools, Oreg. Area III Office.

Pub Date—Feb 74

Note—167p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Curriculum Development, *Economically Disadvantaged, Educational Innovation, *Educationally Disadvantaged, Guides, Individualized Programs, Individual Needs, *Nontraditional Education, Open Education, Open Enrollment, *Program Administration, Program Guides, Records (Forms), Secondary Education, Staff Role, *Vocational Education, *Vocational High Schools, Work Experience Programs

Identifiers—Oregon (Portland), Vocational Village

Developed by the total staff at Vocational Village (Portland, Oregon), this handbook presents the following: (1) information about Vocational Village, a unique alternative high school which offers a program dedicated to helping economically and educationally disadvantaged youth between the ages of fourteen and twenty-one become independent, responsible, and productive citizens through guidance, counseling, and an interdisciplinary curriculum of basic and career oriented education adjusted to individual needs, and placement and follow-up services; (2) a reference explaining the roles, duties, and expectations of all members of the faculty and all classified personnel; (3) an explanation of the procedures and forms necessary to process students into and out of this open-entry open-exit program; (4) a bibliography of reference books and other resources that will enable the staff to improve and update methodology and better understand educational policies; and (5) a glossary of terms that have a special or unique meaning for the school. The information is presented in five sections: (1) purpose and goals; (2) curriculum, including a sample outline of behavioral objectives for the clerical office practice unit of the clerical occupational cluster; (3) administrative procedures (admissions, registration, reporting of achievement, and program completion); (4) staff (code of profession ethics, staff improvement, staff responsibilities); and (5) forms (student enrollment and scheduling, attendance and discipline, academic achievement, conduct, transportation and safety, and miscellaneous). (BL)

1542 ED 150 747
Alternative Programs: School District of Philadelphia.
Philadelphia School District, Pa.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—77
Note—63p.; Photos may not reproduce clearly
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Programs, Elementary Secondary Education, *Nontraditional Education, *Program Descriptions, Program Evaluation
Identifiers—*Philadelphia School District PA

Program descriptions for the School District of Philadelphia's 102 alternative elementary and secondary programs constitute the bulk of this booklet. Descriptions include information on number of students, grade levels, administrative staff, and program purposes. A brief summary of the evaluation of alternative education programs, as well as criteria for alternative program proposals, are also included. (DS)

1543 ED 151 409
Milwaukee ESEA Title VII Bilingual/Bicultural Education Program, 1976, 1977.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—150p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Students, Career Education, *Compensatory Education, Cultural Awareness, Disadvantaged Youth, Elementary Secondary Education, *English (Second Language), *Language Skills, Mathematics, Mexican Americans, Parent Attitudes, Program Descriptions, *Program Evaluation, Puerto Ricans, Reading, *Spanish Speaking, Student Attitudes, Teacher Attitudes, Typewriting
Identifiers—Elementary Secondary Education Act Title VII, Milwaukee Public Schools WI

Milwaukee, Wisconsin public school pupils in the 1976-1977 Elementary and Secondary Education Act (ESEA) Title VII Bilingual/Bicultural Education Program varied in language dominance from monolingual English to various degrees of bilingualism to monolingual Spanish. The program goals suggest that the 594 elementary pupils will pursue their studies with about equal ease in their first and second languages by the end of grade six, and the 212 secondary students will increase their communication skills in English and Spanish. In the developmental model, bilingual teachers present the regular curricula in both Spanish and English in a K-12 program which emphasizes Hispanic culture. The evaluation covers academic achievement in reading and mathematics; Spanish and English language skills; student, teacher, and parent attitudes; and, at the secondary level, career orientation and typing skills. The major end-of-year findings are cited, and the results of six related studies are given. In addition, recommendations for the 1977-1978 Bilingual/Bicultural Program are offered. (Author/MV)

1544 ED 151 479
Project Conquest (Remedial Reading Project).
East St. Louis School District 189, Ill.
Pub Date—[76]
Note—36p.; For related documents see ED 087 827 and ED 127 577 ; Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diagnostic Teaching, *Elementary Education, Individualized Instruction, Junior High Schools, Parent Participation, *Reading Centers, *Reading Improvement, *Reading Programs, *Remedial Reading
Identifiers—*Project Conquest

This document presents a review of the Remedial Reading Project also known as Conquest. This project served 19 Title I elementary schools, two parochial elementary and junior high schools, and four district junior high schools in the St. Louis, Missouri school district. The main components of the project were the reading rooms, reading clinics, and parental involvement programs. Fourth, fifth, and sixth grade pupils attended the reading clinics. There were 22 parents involved in the Parent Advisory Council. They met every second week and discussed their children's reading deficiencies, learned reading related games which they could play with their children, and saw films on helping children learn to read. All grades, with the exception of the first grade, achieved statistically significant mean gains of 7.5 months. Findings for the junior high students indicated that these students were experiencing great difficulties in work that demanded reading, but performed on norm with their peers in nonreading skills. (Author/AM)

1545 ED 151 589
Hayden, Charles E., Ed. Butler, Edward R., Ed.
Career Motivation. Activities Guide: Kindergarten through 3rd Grade.
Toledo Public Schools, Ohio.
Pub Date—75
Note—219p.; For a related document see ED 143 561
Pub Type— Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Career Planning, Decision Making Skills, Economics, Educational Programs, Evaluation, Fused Curriculum, Individual Development, *Learning Activities, Occupational Information, Primary Education, Resource Materials, Teaching Guides, Vocational Adjustment, Work Environment
Identifiers—Ohio (Toledo)

Designed for infusing career development concepts into existing courses or curricula at grades K-3, these learning activities developed by teachers and staff members in the Toledo Public School System cover the following seven developmental areas identified in the Ohio Career Development Continuum: individual and environment; world of work; self; economics; education and training; employability and work adjustment; and vocational decision making. The activities are organized by grade level and then by developmental area. Each activity follows a similar format, which includes broad developmental objectives, more specific behavioral objectives, designated areas for integration, the primary and secondary concepts of the lesson, a description of the activity, a list of media and materials needed, and evaluation. (BM)

1546 ED 151 593
Flowers, Emily And Others
Career Orientation 7-8. Seven Developmental Area Activities. Curriculum Bulletin 729.
Cincinnati Public Schools, Ohio.
Pub Date—77
Note—49p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Development, *Career Planning, Decision Making, Educational Objectives, Educational Opportunities, Employment Potential, Environmental Education, Grade 7, Grade 8, *Guidelines, Individual Development, Instructional Materials, Job Training, Junior High School Students, *Learning Activities, Occupational Information, Self Actualization, Teaching Guides
Identifiers—Ohio (Cincinnati)

Developed by the Cincinnati Public Schools as part of a project designed to provide career orientation for students in grades 7 and 8, this manual is designed to provide activities and information concerning the infusion of seven career developmental areas in the curriculum. These developmental areas include self, individual and environment, the world of work, education and training, employability, and decision making. Each of the twenty activities included in this manual provides guidelines for both the teacher and the student. The teacher's guide contains information concerning lesson title, area of development, goal, objectives, activity descriptions, procedures, and application. The student's guide contains information concerning lesson title, area of development, directions, lesson summary, and question or data sheets. (BM)

1547 ED 151 594
Benton, James And Others
Lessons in Career Education for Use in Geometry. Career Exploration 9-10. Revised: September 1976.
Cincinnati Public Schools, Ohio.
Report No.—Bull-728
Pub Date—Sep 75
Note—88p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Education, *Career Exploration, Course Content, Curriculum Guides, Developmental Tasks, *Geometry, Grade 9, Grade 10, Integrated Curriculum, *Lesson Plans, *Mathematics Education, Secondary Education, *Secondary School Mathematics

Forty-five lesson plans in geometry are presented which incorporate career education into the ordinary ninth-tenth grade geometry curriculum. The lessons focus on one or more of the following developmental areas of career education: self knowledge, individual and environment, world of work, economics, education and training, employability and work adjustment skills, and decision making. Each lesson identifies an instructional and developmental goal and gives performance objectives, activities, and resource materials. For example, in lesson 3 (parallelism and perpendicularity), the instructional goal is to recognize and be able to define parallel, perpendicular, and skew lines, while the developmental goal is to know why city planners use parallel and perpendicular streets in contrast to other arrangements in downtown areas. Some of the suggested activities are, in addition to having students construct parallel and perpendicular lines with a compass and straightedge, to look at a map of city streets and see parallel and perpendicular arrangements, and to have students set up criteria for downtown street arrangement and compare different possibilities. It is also suggested that a civil engineer could discuss what goes into city planning of street arrangement. (BB)

1548 ED 151 988
Elsbree, Katie And Others
The Grass Roots Alternative: A Citizens' Approach to Community Education.
San Diego County Dept. of Education, Calif. Center for Community Education.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—Nov 77
Note—85p.; Document may be of marginal legibility due to size of type
Available from—Wayne Robbins, Project Director, Center for Community Education, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111 ($3.95; make check payable to the California Community Education Association)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrators, Advisory Committees, Community Action, *Community Education, *Community Involvement, *Community Schools, Elementary Education, Needs Assess-

ment, *Program Descriptions, *Program Development, Program Evaluation, *School Community Relationship

The genesis of the Ocean Beach, California, Community School is described in this volume by three of the participants in its formation. A grassroots effort, the school was started amidst a certain degree of controversy and resistance from already established community organizations. The authors describe the processes they went through to gather broader support for the idea, to assess community needs, to form and work with a community education advisory council, to put together an educational program, and to evaluate the community school. One chapter, written by the community school director, describes the political and interpersonal problems that had to be resolved to get the program running smoothly. (DS)

1549 ED 152 873

Public Schools of the District of Columbia, 1977 Annual Report.

District of Columbia Public Schools, Washington, D.C.

Pub Date—77

Note—49p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Administrative Organization, *Annual Reports, Bilingual Education, Career Education, Competency Based Teacher Education, *Curriculum Development, *Educational Assessment, *Educational Planning, Elementary Secondary Education, Information Systems, *Public Schools, Special Education

Identifiers—*District of Columbia Public Schools

This report focuses upon the efforts of public school educators and administrators in Washington, D.C., to improve teaching and learning through a comprehensive educational plan. One of the goals in this plan was defined as the promotion of academic excellence for the attainment of knowledge, competencies, and skills. Special education projects undertaken or expanded in an effort to meet this goal included programs for the handicapped, bilingual education programs, career development, environmental education, and special programs for talented and gifted students. A systematic plan for the continuous assessment and evaluation of educational needs and achievement was also a goal of the plan, as was the improvement of service and efficiency of operations in the major support areas of management services. Also discussed here are public relations and communications issues, and labor and equal employment concerns. A major focus of the plan consisted of ensuring the active participation of all components of the Washington public schools in the implementation of systemwide competency based curriculum. Activities and materials designed to bring this about are described. (GC)

1550 ED 152 906

School Desegregation Organizers' Manual. School Desegregation/Integration Notebook.

American Civil Liberties Union, New York, N.Y.

Pub Date—[77]

Note—66p.; For a related document see UD 018 091; Not available in hard copy due to reproduction quality of the original document

Available from—Publications Department, American Civil Liberties Union, 22 East 40th Street, New York, New York 10016 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Cooperation, *Community Education, *Community Involvement, Community Leaders, Community Organizations, Community Role, Elementary Secondary Education, *Guides, Information Dissemination, News Media, Public Schools, Racial Integration, *Resources, *School Desegregation

The purpose of this manual is to facilitate community organization and education in order to bring about successful school desegregation. In it the process of organization for the desegregation process is outlined. The role of both neutral and pro-desegregation coalitions is examined, and suggestions are offered for forming the latter within a community. Information gathering is stressed as an important aspect in three stages of the desegregation process: the initiation and effectuation of legal or administrative action, the development of a plan, and the monitoring and implementation of that plan. The kinds of information needed and how to obtain and use it are reviewed in detail. Numerous examples of desegregation plans are offered. The dissemination of educational materials, public speaking, and contact with the media are all discussed as part of the effort at community education. Finally, the roles of specific organizations and individuals involved in community desegregation efforts are examined. Brief suggestions are offered for dealing with anti-integration forces. (GC)

1551 ED 152 999

Young, John And Others

Career Exploration 10-12. Career Exploration Guidance Program.

Cincinnati Public Schools, Ohio.

Pub Date—Jan 78

Note—57p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Counseling, Career Education, *Career Exploration, *Classroom Guidance Programs, Group Counseling, Job Search Methods, *Job Skills, *Learning Activities, Resource Materials, Secondary Education, Teaching Guides, *Vocational Adjustment

Designed as a group guidance approach which can be used with study hall groups and subject matter area classes, this career guidance program provides experiences for high school students in the area of employability and work adjustment. Intended to span eighteen days, the program includes such topics as evaluation of self and skills, values clarification, decision-making skills, computer-assisted guidance, job search techniques, job applications, job resumes, job interviews, work adjustment, budgeting, and banking services. Also included are outlines for both the instructor and the students giving brief overviews of the activities. More specific instructions, forms, tests, inventories, and other materials required comprise the remainder of the document. (BM)

1552 ED 153 306

Final Report on Third and Fourth Year Operations of the Alum Rock Voucher Project.

Alum Rock Union Elementary School District, San Jose, Calif.; Sequoia Inst., San Jose, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[76]

Grant—NIE-G-90051

Note—103p.; Not available in paper copy due to marginal legibility of parts of original document; For a related document, see ED 073 546

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compensatory Education, *Decentralization, *Educational Experiments, Educational Finance, *Educational Vouchers, Elementary Education, *Nontraditional Education, *Parent Participation, Parent School Relationship, Program Evaluation, School Community Relationship

Identifiers—*Alum Rock Union School District CA

Covered in this report are the main events that occurred in the Alum Rock voucher project between July 1974 and January 1976. Measures considered to be functioning effectively at the beginning of this time span were the concepts of alternative education, open enrollment, programs that vary their capacity in response to parent demand within the limits of their physical facilities, income-outgo budgeting processes, and parent information. At the beginning of the third year one new school entered the project, raising the number of participating schools to 14. The other major development that occurred during the third year was a dramatic increase in the quantity and quality of parent information. Parents were provided with comparative evaluation results on the various minischools before they submitted their vouchers for the following year. The data collection, publication, and distribution of these reports represented the last step in the full implementation of the internal voucher program. Background information is given about a serious degeneration in the relationship between Alum Rock and the National Institute of Education (NIE) voucher office. From the district's perspective, these problems seemed to be partially a consequence of NIE's funding uncertainties, which in turn were caused by congressional delay in committing funds to the agency and partially a serious breakdown in communications between the NIE staff and Alum Rock regarding certain basic program decisions. (Author/MLF)

1553 ED 154 071

Cooper, Bruce S.

Beyond Implementation: Analysis of Change in the District of Columbia Public Schools.

Pub Date—Mar 78

Note—175p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978); Page 142 may not reproduce well due to the print quality of the original document; For a related document see UD 018 230

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Change Agents, Change Strategies, Community Involvement, *Educational Finance, Educational Improvement, *Educational Innovation, Elementary Secondary Education, Federal Aid, *Federal Programs, Inservice Education, Leadership, Program Administration, Program Design, *Program Development, Program Effectiveness, *Program Evaluation, Public Schools

Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project

The Response to Educational Needs Project (RENP, formerly the Anacostia Community School Project) provides an opportunity to study the adoption, implementation, and institutionalization of plans for improvement of a group of schools in the District of Columbia. The related theory and research on the implementation of change in organizations is reviewed as it applies to the RENP. The three phases of RENP development: adoption, implementation, and institutionalization, are analyzed using the theory described. The greatest emphasis is placed on the theory of the institutionalization of change. Suggestions to policy makers about changes in inservice education, community involvement, and the administration of innovation are made. The potentialities and pitfalls of externally initiated change are also discussed. (MC)

1554 ED 154 089

Bennett, David A.

Community Involvement in Desegregation: Milwaukee's Voluntary Plan.

Pub Date—27 Mar 78

Note—15p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 27, 1978). Not available in hard copy due to the print quality of the original document. Appendices B, C, D, and E have been deleted due to poor reproduction quality

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Involvement, Desegregation Litigation, *Desegregation Methods, *Desegregation Plans, *Educational Planning, Integration Studies, Racial Balance, *School Desegregation, *Voluntary Desegregation

Identifiers—*Wisconsin (Milwaukee)

The Milwaukee School System responded to a court finding of segregation by structuring a program of community involvement to help in the task of planning and implementing school desegregation. The city-wide planning group came to be called the Committee of 100. The central thesis of this paper is that the quality of community involvement is not accidental but is the consequence of purposeful structuring by individuals or groups of individuals. The administration of the Milwaukee Public schools determined that they would provide leadership in structuring involvement by carefully prescribing the planning domain and by so doing, create the probability of acceptable recommendations coming from the involvement groups. The success enjoyed by this volunteer plan to desegregate, is considered to be due to the successful structuring of community involvement combined with the care taken in developing a highly sophisticated student assignment system. Several appendices are included. (Author/AM)

1555 ED 154 142

Dayton Public Schools Career Development/Career Exploration Program. Teachers Handbook & Survival Manual.

Dayton Public Schools, Ohio.

Note—201p.; Some pages in this document will not reproduce well due to small and/or broken print

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Career Development, *Career Education, *Career Exploration, Educational Objectives, *Educational Resources, Elementary Secondary Education, Guides, *Instructional Materials, Learning Activities, Program Content, Program Descriptions, Work Experience Programs

Identifiers—Ohio (Dayton)

This career education handbook for elementary and secondary education teachers in Dayton, Ohio, was developed to provide them with career development and career exploration program information. Following a brief overview of career education and its components, the content is presented in five sections. The first one on curriculum presents a comprehensive career exploration program for grades nine and ten and includes program objectives, program scope and sequence, teacher objectives, seven developmental areas, career cluster guide, and general learning activities as well as activities, field trips, speakers, and related jobs for each subject area. Section 2 on special programs describes an on-the-job experience program and an experience-based career education program, including pertinent forms. The third section provides information regarding available educational resources (includes some or all of the following: code number, title, content description, grade level, length, sound, color, and source) and directions for obtaining these materials. The resources covered are films, filmstrips, multi-media kits, book bags and packs, books, games, career kits, posters and pictures, cassette tapes, filmloops and slides, and teacher reference materials. Also, this section concludes with a list of occupations for which computerized information is available. The last section contains thirty forms that have been used in the career education program. (EM)

1556 ED 154 254

Pre-Employment Skills. An Instructional Pac for Volunteers.

Cincinnati Public Schools, Ohio. Dept. of Research and Development.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date—[74]

Note—59p.; Parts are marginally legible due to type size

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biographical Inventories, *Community Involvement, Curriculum Guides, Employment, Employment Interviews, Employment Practices, Employment Services, Fringe Benefits, *Job Application, *Job Search Methods, *Learning Activities, Minimum Wage, *Records (Forms), School Business Relationship, School Community Relationship, Secondary Education, *Volunteers, Work Attitudes, Work Experience, Worksheets

The purpose of this instructional "pac" is to provide individuals with the skills and information needed when seeking employment. The curriculum, designed for ten sessions, is intended to be taught by volunteers from the local community, business, industry and the civil service. Different activities are used in the class sessions and include discussions, role-playing and individual task work. Following a pretest, session 1 gives an overview of the course and discusses the following items: birth certificate; work certificate; school data card; social security card; and a personal inventory. In session 2, how to write a personal inventory is presented. Session 3 explains the role of the Civil Service Commission and covers how to fill out applications. Session 4 deals with employment agencies and writing a resume. A discussion of unions is provided in session 5. Session 6 covers newspaper classification ads, reading want ads, and writing a letter of application. Interviews and interview techniques are discussed in sessions 7 and 8. Session 9 covers fringe benefits, fair employment practices and the minimum wage. Work attitudes are discussed in session 10 which is followed by a posttest and feedback from the volunteers. (JH)

1557 ED 154 255

Strong, Brack

Career Development. Group Guidance Packet. Area: Decision Making.

Cincinnati Public Schools, Ohio.

Pub Date—Feb 78

Note—23p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, Career Choice, Career Development, Class Activities, Course Content, *Decision Making, *Decision Making Skills, Learning Activities, *Lesson Plans, Secondary Education, Teaching Guides, *Teaching Methods

This packet is a career development teaching guide on decision-making developed for high school teachers. A brief introduction to skillful decision-making is followed by five lessons on decision-making. Each lesson includes one or more of the following: goal, behavioral objectives, teaching activities, and teaching procedures (includes content and learning activities). The lessons are (1) Three Steps to Take in Making a Decision, (2) What Are Values: How Do They Affect the Decisions I Make?, (3) The Four Categories of Information Used in Decision Making, (4) The Conditions under Which Decisions Are Made, and (5) Four Strategies Used in Decision Making. A career information lesson on using the occupational outlook handbook concludes this booklet and includes a goal, a behavior objective, and group guidance teaching activities. A form for students to evaluate the packet is attached. (EM)

1558 ED 156 697

Chern, Hermine J. And Others

Evaluation of Career Education Projects, 1976-1977. Report #7829.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Jan 78

Note—187p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, *Career Education, *Career Guidance, Cooperative Programs, Curriculum Development, Disadvantaged Youth, *Educational Assessment, Formative Evaluation, Handicapped Students, Individualized Programs, Job Placement, *Program Descriptions, *Program Evaluation, Secondary Education, Student Projects, Teaching Methods, Urban Programs, *Vocational Education

Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

Evaluations of thirty career education projects in the school district of Philadelphia, Pennsylvania are contained in this report. Fifteen of the projects concern classroom or shop instruction, six concern development and/or field testing of curriculum materials, and the remainder involve staff development, installation of shop equipment, job placement, guidance programs and a vocational education research project. Each evaluation includes a project description and history, project objectives as stated in the proposal, project implementation, evaluation questions, attainment of objectives, and conclusions and recommendations. Projects concerned with instruction cover a range of subjects including warehouse and office practices, transcription skills, distributive education, consumerism, restaurant practices, crafts, homemaking and factory work. Curriculum development projects reflect an emphasis on individualized instruction and involve business, distributive and cooperative education, home economics, career exploration and planning, and automotive shop. Three job placement projects were also evaluated, as well as three programs involving career awareness and pre-employment counseling. These projects included medical laboratory experiences at a local hospital and vocational guidance experiences in specially-equipped buses. Among project participants were disadvantaged, pregnant, othopedically and mentally handicapped students, as well as parents and staff members. Included also is the evaluation of a three-year project designed to develop a classroom model for adjusting curriculum, facilities and personnel in vocational training programs. (Author/JAC)

1559 ED 156 729

Forlano, George

Family Living, Including Sex Education.

New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research.

Pub Date—Aug 70

Note—110p.; For related documents see ED 024 978, ED 043 080, ED 037 803, ED 026 678 ; Best copy available

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Basic Skills, Black Studies, Career Awareness, *Elementary Secondary Education, Language Acquisition, Linguistic Competence, Mathematics, Parent Participation, Preschool Education, *Program Descriptions, *Program Evaluation, Reading Skills, School Community Relationship, Tutorial Programs

Identifiers—New York (Brooklyn), New York (Harlem), *New York (New York), New York (Queens)

This volume describes and evaluates 21 selected New York City Board of Education Umbrella Programs for the 1974-1975 school year. The programs include: (1) the parent resource center, (2) the teacher self-help program, (3) the East Harlem pre-kindergarten center, (4) the Brooklyn College volunteer tutoring program, (5) the parent education for pupil progress program, (6) the career awareness program, (7) teaching English to adults in their homes, (8) advanced reading development, (9) the parent orientation program, (10) community and school education development, (11) basic skills after-school for pre-kindergarten, (12) the Goddard-Riverside Educational camp, (13) the Afro-American history caravan, (14) the mental hygiene-linguistic reading program, (15) the High Rock educational program, (16) pictures as a basis for teaching reading, (17) developing an informal parents group, (18) perceptual conditioning for decoding, (19) reading and language, (20) project miniteacher, and (21) the parent child orientation program. (Author/AM)

1560 ED 158 023

Hadley, Sharon And Others

Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.

Fayette County Public Schools, Lexington, Ky.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—78

Note—141p.; Not available in hard copy due to reproducibility problems; For a related document see CE 017 495

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Birth, *Child Development, Contraception, Curriculum Guides, Environmental Influences, *Family (Sociological Unit), Family Environment, *Family Life, Family Life Education, Family Problems, Instructional Materials, Intermediate Grades, Junior High Schools, Needs, Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, Parent Role, Parents, Pregnancy, Reproduction (Biology)

Identifiers—Kentucky

Intended for use by teachers on the middle or junior high school level in Kentucky, this curriculum guide outlines a four-week course in parenthood education. The eight units included are as follow: (1) responsibilities of parenthood, including parental roles and financial responsibilities; (2) human reproduction; (3) family planning and birth control; (4) pregnancy; (5) childbirth; (6) the needs of an expanding family; (7) providing a stimulating environment for child development; and (8) family crisis, such as death, illness, and divorce. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources (those for teacher use, rather than student use, are indicated). A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, role playing, discussion questions, pretests, and quizzes. (ELG)

1561 ED 158 558
Alce, Aaron Sosa, Xavier
Parent Interview ESAA Bilingual/Bicultural Project, Formative Report No. 6.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—74
Note—28p.; For related documents, see FL 009 447-452
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Educational Assessment, Elementary Education, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten and third grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the ESAA Bilingual/-Bicultural Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvement. Most importantly for the ESAA Bilingual/Bicultural Project, 62% had not received communication about the project, and 43% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (Author/AMH)

1562 ED 158 559
Ligon, Glynn
Fall 1974-Parent Interviews. ESEA Title VII Bilingual Project. Formative Evaluation Report No. 8.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Nov 74
Note—42p.; For related documents, see FL 009 447-452; Interview form may reproduce poorly due to light and broken type.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Educational Assessment, Elementary Education, Federal Programs, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data
Identifiers—Elementary Secondary Education Act Title VII

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten, third and sixth grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the Title VII Bilingual Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvements. Most importantly for the Title VII Bilingual Project, 37% had not received information about the project and 23% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (AMH)

1563 ED 159 525
DARTE (Drug Abuse Reduction Through Education) Scenario.
Wayne County Intermediate School District, Detroit, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date—[73]
Note—98p.; For related documents, see CG 012 734 and CG 012 732; Best copy available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Decision Making Skills, *Drug Abuse, *Drug Education, Elementary Secondary Education, Guides, *Leadership Training, Outreach Programs, Prevention, Student Projects, Teaching Methods, Values, *Workshops
Identifiers—*Project DARTE

This packet provides information and a sample scenario of a drug abuse education leadership training workshop, and is intended for use by local school district personnel. The workshop is intended to train leadership teams of educators, parents, and young people so that they, in turn, can plan and implement drug abuse education programs, as well as train others in their local school districts. Preworkshop planning, the workshp and follow-through are included, but goals, objectives, evaluations and training materials are not. (LFB)

1564 ED 159 526
Values Clarification (Decisions, Drugs, Values).
Wayne County Intermediate School District, Detroit, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date—[71]
Note—60p.; For related documents, see CG 012 732 and CG 012 733; Best Copy Available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Affective Behavior, Curriculum Guides, *Decision Making Skills, Drug Abuse, *Drug Education, Elementary Secondary Education, *Goal Orientation, Humanistic Education, Intervention, Prevention, Social Studies, Units of Study, *Values
Identifiers—*Project DARTE

This booklet presents a rationale that links values, decision-making and education together in the context of drug abuse education. It explores the idea of building drug abuse education programs with prevention as the focus. It also provides detailed suggestions for how values clarification strategies can be used by teachers in classrooms to help children and young people gain greater control over personal decision-making processes. A resource list is included. (Author/LFB)

1565 ED 160 269
Gurnoe, Katherine J. Skjervold, Christian, Ed.
American Indian Recipes.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Pub Date—74
Note—28p.
Pub Type— Books (010)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *American Indians, *Cooking Instruction, *Cultural Background, Elementary Secondary Education, *Food, *Geographic Regions
Identifiers—Native Americans, *Recipes

Presenting some 60 to 70 Native American recipes, this document includes a brief introduction and a suggested reading list (15 citations related to American Indian foods). The introduction identifies five regional Native American cuisines as follows: in the Southwest, peppers and beans were made into chili, soups, guacamole, and barbecue sauces by the Pueblo, Papago, and Hopi tribes; in the Northwest, seafood recipes were the contributions made by the Tlingit, Kwakiutl, Salich, and other tribes; in the Great Plains, roasted buffalo was the contribution made by the Sioux and the Cheyenne; in the South, the Cherokee and other tribes contributed stews, soups, and an assortment of cornbreads; in the Northeast, the clam bake and baked beans were contributions made by the Narrangansetts, Penobscots, and Powhatans. Exemplary recipes found in this document include fry bread (Navajo, Chippewa, and Dakota style), water cress soup, berry soup, fried wild rice casserole, venison and beef jerky, Zuni mutton stew, buffalo steak with wild rice dressing, smoked venison, muskrat, quail, fruit leather, thistle salad, wild teas, Seminole sour bread, Shawnee blue bread, etc. (JC)

1566 ED 161 151
Pedersen, Neil G.
A Model for the Development of a Competency-Based High School Diploma Program at the Local School District Level.
Pub Date—Mar 78
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adoption (Ideas), Board of Education Policy, Community Involvement, *Competency Based Education, *Graduation Requirements, Models, Performance Tests, Program Development, Secondary Education, Testing Programs
Identifiers—Virginia (Richmond)

This model is based on the belief that all those affected by a competency-based high school diploma program should help formulate it. School systems should begin by considering two fundamental questions: (1) What competencies should all graduates possess? (2) How can these competencies be tested? The first step is the establishment of an advisory committee made up of teachers, administrators, students, and parents. Other competency-based programs should then be reviewed. The next step is asking six groups their opinions concerning the academic competencies seniors ought to have. These groups include community residents, teachers, students, high school seniors, and potential employers of graduates. A consultant can be hired to develop assessment instruments and sampling procedures. Using respondents' suggestions the advisory committee can identify program goals. A committee of teachers should then be appointed for each program goal area to specify competencies and construct valid performance indicators. The committee must also modify the curriculum to include the required competencies and set up a four-year testing program. The plan should then be offered to the public for comment and revision and finally submitted to the school board for approval. The competencies of current seniors should then be assessed as a pilot test of the performance indicators. (Author/JM)

1567 ED 161 980
Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Jul 77
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Education, Elementary School Students, *Lower Class Students, *Parent Child Relationship, *Parent Participation, Parent School Relationship, Preschool Children, Preschool Education, Research Reviews (Publications), Socioeconomic Background, *Socioeconomic Status

Educational research suggests that the involvement of parents of low socioeconomic status (SES) children in the educational process has a positive influence on the children's academic achievement. At the preschool level, studies in which parents were instructed concerning methods of promoting their children's intellectual development were found to be particularly successful in producing long-term improvements in the academic achievement of low SES children. A few studies also report success in improving the achievement of low SES children whose parents work as paraprofessionals in the school, or serve in an advisory capacity for preschool programs. At the elementary level, the limited research which is available indicates that parents who serve as tutors for their children can improve their children's academic achievement.

More research on methods of improving academic achievement through parent involvement programs is still needed, but the research thus far has generally shown that such programs do have a positive effect on academic achievement. (Author)

1568 ED 162 064
Tucson Career Education Project. Tucson, Arizona, School District No. 1. First Funding Year, June, 1976. Final Project Performance Report.
Tucson Public Schools, Ariz.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Jun 76
Grant—G007502314
Note—59p.; Not available in hard copy due to broken print in original document; For related documents see ED 114 586 and ED 120 411
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Attitude Change, Bilingual Education, *Career Awareness, Career Counseling, *Career Education, Career Exploration, Dropout Programs, Elementary Secondary Education, Employment Opportunities, *Fused Curriculum, Job Placement, Job Search Methods, Learning Activities, Minority Group Children, Occupational Information, Spanish Speaking, Teacher Attitudes
Identifiers—Arizona, Education Amendments 1974, Tucson School District No 1

The project was designed to accomplish three major goals: to broaden occupational understandings of pupils K-12, to expand employment opportunities of minority youth dropouts or potential dropouts, and to develop long-term cooperation and communication between the school and community employers or agencies. Major project accomplishments fell into four categories: (1) changes in teacher attitudes toward career education, (2) changes in learner behavior, (3) specific products, and (4) activated processes and strategies. At the elementary level, emphases in five target schools were on curriculum infusion and career awareness. In junior high and high school, curriculum infusion and career awareness were carried on with teachers and in class groups. Other functions such as job survival, career exploration, counseling, and placement were accomplished in small groups. The dropout component required an individualized approach, but some job survival counseling occurred in small groups. Generally, the project objectives were attained. One project accomplishment was the training of teachers, administrators, and counselors in using infusion strategies and in assisting youth with career selection and goal-seeking. Also noted was the school personnel's accompany attitude shifts from negative/apathetic to positive. Minority youth, including dropouts, were provided with specialized assistance which had been otherwise unavailable. Bilingual career education materials were developed. (CSS)

1569 ED 162 070
Hall, Elisabeth And Others
A Total Community Effort. Dallas K-12 Urban Career Education Project. Final Report.
Dallas Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—31 Aug 78
Note—145p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Attendance, Career Awareness, *Career Education, *Community Involvement, Curriculum Development, Elementary Secondary Education, Faculty Development, Fused Curriculum, Needs Assessment, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, Program Improvement, *Student Development, Urban Areas, Urban Education, Urban Schools

The Dallas K-12 Urban Career Education Project was conducted in two phases. Phase I focused on the following objectives: (1) perform an assessment of career education needs; (2) identify and train a cadre of staff members from the fourteen schools participating in the project; (3) identify and/or develop infused career education curriculum for implementation in the project schools; and (4) develop administrative procedures to implement career education in an urban district according to the state plan. Phase II focused on these objectives: (1) produce measurable increases in the academic achievement of inner-city students; (2) produce measurable increases in student development in terms of specified learner outcome goals; (3) improve student attendance in the participating classrooms of the project schools; and (4) increase community involvement in the teaching-learning process. The evaluation design featured both process and product assessments and was conducted to provide information through the comparison of students' control and experimental performance on various test instruments. Based on the data collected, generalizations, conclusions, and recommendations were made. Overall, the project had favorable impact on objectives 1, 2, and 4 of the four specified objectives for phase II. (BM)

1570 ED 162 439
Faherty, William Barnaby And Others
From One Generation to the Next–160 Years of Catholic Education in Saint Louis.
Catholic Archdiocese of Saint Louis, Mo.
Pub Date—78
Note—40p.; Photos may not reproduce clearly
Pub Type— Miscellaneous (999)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Catholic Educators, *Catholic Schools, *Educational History, Elementary Secondary Education, Higher Education, Local History, Religious Differences, Religious Discrimination
Identifiers—*Archdiocese of St Louis MO

The history of Catholic schools began in the Archdiocese of St. Louis 160 years ago, significantly antedating Catholic schools on the eastern seaboard. The first Catholic college and university west of the Mississippi were in St. Louis. Catholic education began in St. Louis with four giants, Bishop Louis Du Bourg, Bishop Joseph Rosati, Blessed Philippine Duchesne, and Peter Verhaegen. They produced extensive development of Catholic education by 1840. In the early 19th century anti-Catholic feeling was prevalent in the United States, and in St. Louis, rioters threatened Catholic schools, and one school for blacks was closed. Public schools were Protestant in orientation and Catholic schools were considered un-American. During the latter half of the 19th century, parochial schools in St. Louis developed dramatically under Archbishop Peter Kenrick. In 1896 his successor Archbishop Kain insisted that every pastor establish a parochial school and every Catholic child attend these schools. In 1903 his successor Archbishop Glennon encouraged the development of Catholic high schools. In 1911 three such schools opened, although finances were a continual problem. After 1946 Catholic schools became increasingly racially integrated and their numbers continued to grow. However, enrollments declined throughout the sixties, and in the seventies schools were consolidated. Yet the St. Louis system today numbers 200 schools and is one of the ten largest Catholic systems in the United States. (Author/JM)

1571 ED 162 442
Valentin, Cathy S. Alston, Herbert L.
Survey of Parents' Expectations of Public Schools and Aspirations for Their Children's Education. Project Report.
Houston Independent School District, Tex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Jul 78
Note—55p.; An Educational Needs Projection Model
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Surveys, Educational Needs, Educational Planning, Educational Research, Elementary Secondary Education, *Needs Assessment, *Parent School Relationship, Questionnaires, School Districts, Tables (Data)
Identifiers—*Houston Independent School District TX

The purpose of this survey was to determine future needs of the Houston Independent School District based on parents' expectations of schools and aspirations for their children's education. Questionnaires were sent to a random sample of parents of 982 secondary students and 1,058 elementary students. The sample reflected the sex and ethnic distributions of the total district enrollment. Tabulation of the questionnaires indicated that a majority of parents considered education a high priority item and wanted increased emphasis on basic skills, career awareness programs, and college preparation programs. Most would spend existing extra school funds on handicapped and disadvantaged students. The majority of parents hoped that their children would have a college education, become professionals, and learn to think for themselves. Parents supported competency testing but were against using it to permit early graduation. They felt that the current length of a child's total education and of the school day and year should remain the same. While most favored courses for parents enabling them to tutor their children, they were not willing to pay extra taxes to support this program. Parents (especially minority parents) wanted day care for preschoolers. Most wanted to maintain or decrease the current reliance on property taxes. (Author/JM)

1572 ED 162 475
Rumble, Richard D.
Mainstreaming the Handicapped in Vocational Education. Literature Review. (A Research Project in Vocational Education in the Portland Public Schools).
Portland Public Schools, Oreg.
Pub Date—Jan 78
Note—47p.; For related information, see EC 112 558 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Federal Legislation, *Handicapped Children, Literature Reviews, *Mainstreaming, Models, *Research Reviews (Publications), Secondary Education, Success, *Vocational Education
Identifiers—*Education for All Handicapped Children Act

The first of five reports from a project on mainstreaming the handicapped in vocational education presents a literature review drawn from an ERIC (Educational Resources Information Center) search and responses by 16 secondary school curriculum leaders. The review touches upon the following topics: history, P.L. 94-142 (the Education for All Handicapped Children Act), mainstreaming, the population, specialization, current program models, cooperative work experience and placement, regional support, and aspects of successful programs (such as individualized instruction, flexible grading, and coordinated leadership). (CL)

1573 ED 162 476
Rumble, Richard R.
A Synthesis of Information Obtained from a Literature Review and Field Research Activities Regarding the Mainstreaming of Handicapped Learners in Vocational Education.
Portland Public Schools, Oreg.
Pub Date—78
Note—22p.; For related information, see EC 112 557 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Federal Legislation, *Handicapped Children, *Mainstreaming, *Organizational Effectiveness, Secondary Education, *Success, Teacher Attitudes, *Vocational Education
Identifiers—*Education for All Handicapped Children, Oregon (Portland)

The report, second in a series of five on mainstreamed handicapped students in vocational education, synthesizes findings from a literature review and an organizational capacity study of the Portland, Oregon, school district. Considered are such topics as the status of the art, organizational issues (including inservice programs and planned work experience), issues related to teacher attitudes, instructional equipment, and structural barriers. The prognosis for implementing P.L. 94-142, the Education for All Handicapped Children Act, is considered in terms of facilitating factors (such as the existence of good support systems and agreement on the importance of preparation for work) and inhibiting factors (such as funding restrictions). (CL)

1574 ED 162 477

Rumble, Richard R.

A Survey of the Attitudes of Secondary Teachers Toward the Mainstreaming of Handicapped Learners. (A Research Project in Vocational Education in the Portland Public Schools).

Portland Public Schools, Oreg.
Pub Date—78
Note—42p.; For related information, see EC 112 557 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Exceptional Child Research, *Handicapped Children, Secondary Education, *Teacher Attitudes, *Vocational Education

As part of a project on mainstreamed handicapped students in vocational education, 402 secondary teachers and 19 administrators completed a questionnaire about their abilities to teach handicapped learners. Results were analyzed in terms of contact with the handicapped, willingness to work with the handicapped, accommodation of the handicapped, teacher attitudes regarding the handicapped, practicality of mainstreaming, and needed assistance. Among results were that teachers and administrators were sufficiently concerned about the topic; teacher contact with handicapped students was somewhat related to the size of the handicapped population; and increased paperwork, inability to individualize, too many students, and too many other responsibilities were among factors which teachers felt made mainstreaming impractical. (CL)

1575 ED 162 478

Rumble, Richard R.

A Survey of the Attitudes of Secondary Vocational Cluster Teachers Toward the Mainstreaming of Handicapped Learners. (A Research Project in Vocational Education in the Portland Public Schools).

Portland Public Schools, Oreg.
Pub Date—78
Note—17p.; For related information, see EC 112 557 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Exceptional Child Research, *Handicapped Children, *Mainstreaming, Secondary Education, *Teacher Attitudes, Vocational Education, *Vocational Education Teachers

One-hundred and twenty vocational cluster teachers completed a questionnaire on their attitudes toward the integration of handicapped students into vocational programs. Results were analyzed in terms of contact and willingness to work with the handicapped, teacher attitudes, accommodation of the handicapped, needed assistance, and practicality of mainstreaming. Among major findings were a clear relationship between contact with the handicapped and teacher confort; concern about personal liability in working with the handicapped; and indications of need for extra support personnel, training in instructional methods, and curriculum development. (CL)

1576 ED 162 479

Stowell, Mary Anne

Handicapped Learner Participation in Vocational Education: A Report on Student, Parent and Teacher Interviews.

Portland Public Schools, Oreg.
Pub Date—78
Note—16p.; For related information, see EC 112 557 - 560
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employment, Exceptional Child Research, *Handicapped Children, *Mainstreaming, *Parent Attitudes, Secondary Education, *Student Attitudes, *Teacher Attitudes, *Vocational Education

The last in a series of reports from a project concerning mainstreaming handicapped students in vocational education programs presents results of interviews with orthopedically handicapped, hearing impaired, mildly retarded, emotionally handicapped, and visually impaired students; their parents; and special education teachers and counselors. Survey findings are discussed, and are said to indicate that a high percentage of the handicapped Ss were mainstreamed into the regular school curriculum, that all students expected to be employed at some point, and that both parents and students tended to be uninformed about vocational education offerings in the school district. (CL)

1577 ED 163 038

Chern, Hermine J. And Others

Evaluation of Career Education Projects. 1977-1978. Report #7905.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Sep 78
Note—152p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, *Course Evaluation, Disadvantaged, Educational Assessment, Elementary Secondary Education, Occupational Home Economics, *Program Descriptions, Program Development, *Program Evaluation, Special Education, Trade and Industrial Education, *Vocational Education
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA

This document is a compendium of evaluations of 27 federally funded vocational education programs in the school district of Philadelphia, Pennsylvania as of the end of the fiscal year, June 30, 1978. Six projects which were scheduled but not implemented are briefly described. Twenty-four of the implemented projects were concerned directly with classroom or shop instruction, including three concerned with instruction of out-of-school youth and adults. Five projects were designed to serve the career needs of trainable and educable mentally handicapped students, socially handicapped, and the emotionally disturbed. Several projects emphasized individualized programs. Several projects were able to provide students with direct hands-on experiences. Some administrative problems associated with project implementation are mentioned. (Author/CTM)

1578 ED 163 195

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program (K-College Level). Final Report.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—502A25002
Pub Date—Aug 78
Grant—320-75-00031(502)
Note—207p.; For a related document see CE 018 454
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Articulation (Education), Career Awareness, *Career Education, Career Guidance, Community Resources, *Curriculum Development, Decision Making Skills, Elementary Secondary Education, *Faculty Development, Fused Curriculum, Guidance Programs, Information Dissemination, Inservice Teacher Education, Program Development, Program Effectiveness, *Program Evaluation, *Resource Centers, Values
Identifiers—New York (New York)

The Systemwide Career Education Cluster-Based Articulated Model Program (SCECAMP) was designed to build and expand upon the successful career education projects and innovative programs pre-existing in the New York City school system. The project encouraged participating schools to articulate fully toward the end of providing students with sequential learning experiences and options which would in turn lead to increased student information, decision-making skills, and understanding of personal values. Six overall goals directed the project and included the following elements: (1) staff development, (2) curriculum development, (3) counseling and support services, (4) community resources, (5) dissemination activities, and (6) evaluation. As a result, more than 1,000 school personnel participated in career education staff development programs, and career resource centers were established in model high schools, junior highs, and elementary schools. In addition, several significant products were developed, including career infused lessons in all subject areas (K-12); a career-infused sample curriculum (K-6); a seventh-grade math curriculum dealing with careers which involve use of percentage; a career activities manual (7-12); a student career guidance manual for secondary grades; a career education course of study (7-9); a variety of audio-visual presentations; a handbook of post-secondary educational opportunities in the New York City metropolitan area; and a twenty-hour staff development program. Approximately 30,000 students were exposed to career education as a result of this project. (A replication manual, CE 018 454, accompanies this report.) (BM)

1579 ED 163 196

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[77]
Note—126p.; For a related document see CE 018 453
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Articulation (Education), Career Development, *Career Education, Career Guidance, Community Resources, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation, *Faculty Development, Guidance Programs, Information Dissemination, *Program Design, *Program Development, Program Guides

This manual has been prepared as a supplement to the final report (CE 018 453) on the Systemwide Career Education Cluster-Based Articulated Model Program, SCECAMP. An introduction provides an overview of the SCECAMP project and the rationale for this replication manual. The first of the three major sections contained in this document summarizes the background, definitions, goals, and objectives of SCECAMP. Section 2 describes the developmental nature of career education based on Donald Super's theory. Section 3, which comprises the major portion of this manual, presents the design for replication in the following seven stages: (1) site selection and development, (2) staff development and training, (3) curriculum planning, (4) guidance and support services, (5) community resources, (6) dissemination, and (7) evaluation. The goals, implementation strategies, and expected outcomes are presented for each of the seven processes. Also included for each process are related materials and a checklist. (BM)

1580 ED 163 668

Boyce, Douglas A. Elzey, Freeman F.

A Study of the Vocational Adequacy of Former Special Education Students Following High School Graduation.

San Francisco Unified School District, Calif.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—15 Sep 78
Note—85p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Employment, Followup Studies, Graduate Surveys, *Handicapped Children, *High Schools, *Program Effectiveness, Secondary Education, *Vocational Education
Identifiers—*California (San Francisco)

A study was made of the effectiveness of the San Francisco Unified School District's Special and Vocational Educational Programs in preparing handicapped students for the work world. Ninety-eight high school graduates were divided into two groups–those who had received vocational training (T) and those who hadn't (NT)–and were interviewed along with their parents, employers, and former teachers. Among the findings were that more T then NT graduates had held a job since graduation and that their jobs tended to be of a higher level; that a greater percentage of the NT group were very dissatisfied with their jobs; and that T group workers needed less supervision and on-the-job training than did NT workers. Among the recommendations resulting from the survey were that there be provisions made for earlier detection of handicapping conditions in students at the elementary and junior high levels, and that continual and intensive counseling be provided for handicapped students during high school. (DLS)

1581 ED 164 573
Maraschiello, Richard
Post-Program Achievement of Prekindergarten Children in Philadelphia: Quasi-Longitudinal Data. 1974-1975 Through 1976-1977. Report # 7901.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Jun 78
Note—37p.; For related document, see TM 007 721
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Attendance Patterns, *Compensatory Education, Early Childhood Education, *Early Experience, Educational Experience, Longitudinal Studies, *Performance Factors, *Preschool Education, *Program Effectiveness, Program Evaluation
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through, Project Head Start

Data are reported on the performance of the total available prekindergarten population affiliated with the School District of Philadelphia as its "graduates" proceeded through the school years. The report covers three cohorts–those entering kindergarten in the fall of 1974, 1975, and 1976–from the two major prekindergarten programs in the city for which data were available back to September, 1974. This report provides three years of information on kindergarten performance, two years on first grade performance, and one year on second grade performance. Compared to total city performance, prekindergarten experience generally produced higher reading and mathematics achievement. The data, however, did not support a differential effect for a specific type of prekindergarten experience. Follow Through experience following prekindergarten had a consistently positive effect on mathematics performance. Of the original Follow Through programs, the Behavior Analysis model, combined with prekindergarten experience, resulted in higher achievement than any other model. This group's performance also exceeded three fourths of the non-Follow Through comparison groups. It was also found that low absence while in Follow Through enhanced the performance of children with prekindergarten experience. (Author/GDC)

1582 ED 164 618
Vincenzi, Harry Hoffman, Stuart
Evaluation of Alternative Programs, 1977-1978. Report #7819.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Oct 78
Note—99p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Individualized Programs, *Nontraditional Education, Program Development, *Program Evaluation
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA

Alternative educational programs were offered in the Philadelphia, Pennsylvania school district to help students whose needs were not being met through the regular programs. Of 29 alternative programs evaluated, 27 were fully implemented, one was partially implemented, and one was not implemented. The programs included: (1) disruptive behavior or truant programs; (2) individualized programs; (3) career training; and (4) general alternatives. Evaluations were conducted at one of two levels, according to priorities and budget restrictions–eleven programs received full evaluation services, and eighteen others received minimal services. Minimal evaluation services involved fewer site visits and emphasized the determination of program implementation. Evaluation criteria were based on California Achievement Test scores, attendance, behavior, and performance ratings. Data on the racial composition of each program were also obtained. Average daily attendance for program students was 82%, and the number of behavior problems was reduced. Achievement data generally indicated that alternative students improved at least at the same rate as students in traditional programs. Moreover, the alternative programs provided options which were unobtainable in a traditional school. Each program summary includes description, history, objectives, implementation, outcomes, attainment of objectives, and conclusions. (Author/GDC)

1583 ED 164 766
Uzzell, Geraldine
Career Education Program Newark, New Jersey. Annual Report, 1975-1976.
Newark Board of Education, N.J.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—G007502350
Grant—554AH50593
Note—72p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Attendance, *Career Awareness, Career Choice, *Career Counseling, *Career Education, *Career Exploration, Community Involvement, Elementary Secondary Education, Job Placement, Learning Motivation, Parent Participation, Program Effectiveness, *Program Evaluation, Self Concept, Vocational Education
Identifiers—Education Amendments 1974, New Jersey (Newark)

The Newark (New Jersey) career education program (K-12) was based on three components: elementary–career awareness; junior high–career exploration; and senior high–career guidance and placement. An external evaluation by Fred Streit Associates assessed the attainment of behavioral objectives specified for the program's components to utilize career education to increase student academic achievement and career information from data collected on reading and math achievement test scores, attendance, vocational choice, teacher perception of classroom behavior, and teacher opinion of program effectiveness. When the pre- and post-test scores of program students were compared to those of non-program students, the results were as follow: that program students showed increases in vocational area knowledge, improvement in locus of control scores, increases in career awareness, and improvement in ability to make realistic career choices. Attendance and math and reading achievement showed no improvement for participants. Program teachers perceived an improved difference in classroom behavior of participants; however, no control group or similar rating was done by non-program teachers in their classes. (Major activities of each component are described, with copies of sample activities appended.) (MF)

1584 ED 164 771
Crow, Karen, Comp. Martin, Joan, Ed.
Consumer Education: Consumer Education I and Consumer Education II. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
San Diego State Univ., Calif.; San Diego Unified School District, Calif.
Pub Date—Mar 78
Note—60p.; Not available in hard copy due to light print in the original document
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Education, *Consumer Education, *Course Content, Course Descriptions, *Course Objectives, *Course Organization, Cultural Awareness, *Curriculum Development, Curriculum Guides, Decision Making, *Family Life Education, Home Economics Education, Human Development, Money Management, Program Development, Purchasing, Secondary Education
Identifiers—California (San Diego)

Consumer education course objectives, content analysis, supporting objectives, and content generalizations are presented in this teacher's guide for Consumer Education 1 and 2 for the San Diego Unified School District. Course objectives are aimed at several areas of consumer and family studies: consumer education, cultural awareness, human potential (including sex stereotyping), and career education. A grid is included to summarize and show quickly how each course objective relates to these four emphases. A course rationale, description, objectives, and goals are given for Consumer Education 1 and 2. Areas studied under content analysis include: life styles; decision making–consumer behavior; consumer in the economy; rights and responsibilities; money management; savings; borrowing; buying (food marketplace, clothing, transportation, housing and home furnishings); environment; and employment and employability. Suggested time sequences are also listed. These same areas are then considered from the standpoint of objectives and accompanying content generalizations. (CT)

1585 ED 164 772
Project EPIC. Educational Preparation for Involvement in Careers. Career Education Demonstration. K-12 Low Income Students. Final Report, 1975-1976.
Jefferson County Public Schools, Louisville, Ky. Office of Career Education.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Grant—G007503402
Note—423p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 713-716, ED 114 586 and ED 120 411
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, Career Planning, Community Involvement, Curriculum Development, Decision Making Skills, *Economically Disadvantaged, Elementary Secondary Education, Experiential Learning, Low Income Groups, Program Administration, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, Self Concept, Surveys, Tables (Data), *Urban Schools, Vocational Education, Work Attitudes
Identifiers—Education Amendments 1974

Project EPIC (Educational Preparation for Involvement in Careers) was designed for the needs of low income, inner city students (K-12). The curriculum was divided into three phases: awareness (focusing on a basic foundation in the areas of academics, work, self concept, decision making, and community for grades K-6); exploration (focusing on additional skill training, hands on experiences, greater self analysis; and in-depth exploration of jobs for grades 7-9); and preparation (focusing on the selection of job or educational preparation programs and further skill training and occupational exploration for grades 10-14). A product evaluation was conducted to assess the student outcomes in the following categories: (1) knowledge of occupations/job clusters; (2) knowledge of career concepts; (3) decision-making skills; (4) improved self concept; (5) career planning; (6) school as preparation; and (7) identifying desirable work habits. Overall, survey and test results indicated that most students met or surpassed the established criterion in each category, with some exceptions in category 5. A process evaluation was conducted to insure a detailed description of the installation/implementation of the program and to provide a monitoring system to detect deficiencies in the design or implementation. This was accomplished through the use of Management Information System and several teacher questionnaires, interviews, surveys, and classroom observations. (A major part of this document contains appended materials, including product and process evaluation data and instruments.) (BM)

1586 ED 166 259
Evaluation of Title IV-C ESEA Projects, 1977-1978. Annual Report. Report #7909.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Nov 78
Note—98p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, Educational Objectives, *Educational Programs, Elementary Secondary Education, *Nontraditional Education, *Program Evaluation, School Districts
Identifiers—Elementary Secondary Education Act Title IV C, Pennslyvania (Philadelphia), *Philadelphia School District PA

Reports of fourteen program descriptions and evaluations are presented. All but two were produced by the Department of Federal Evaluation Resource Services, a model state evaluation project. The projects varied in purpose; budget; grades served; and number of students, teachers, and administrators participating. Reports vary in detail from one to twelve pages. Project titles are: (1) Academics Plus Model School (achievement gains on California Achievement Test); (2) Building Bridges (public and non-public school cooperation in enrichment activities); (3) Consumer Affairs Education Service (curriculum development); (4) District Six Alternative Program; (5) Edison Project (dropout prevention); (6) Environmental Education Alternative; (7) Mainstreaming; (8) MERIT (reading improvement); (9) Performing Arts; (10) Preparatory Seven (basic skills development); (11) School for All Ages (cross-age interaction, adult education, mastery learning); (12) Skill Development Center (mainstreaming); (13) Tutor Corps; and (14) Video Cassette Library. (CP)

1587 ED 166 267
Weatherford, M. Stephen
Popular Participation and Representation in the Urban Environment: The School Desegregation Issue in Los Angeles.
Pub Date—78
Note—33p.; Paper prepared for presentation at the Annual Meeting of the American Political Science Association (New York, New York, August 13-September 3, 1978)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bus Transportation, Civil Rights, *Community Involvement, Desegregation Litigation, Desegregation Methods, Elementary Secondary Education, *Group Behavior, *Parent Attitudes, Public Opinion, Public Policy, *School Desegregation, *Segregationist Organizations
Identifiers—*California (Los Angeles), National Association for Neighborhood Schools, United Parents Against Busing

Most scholarly literature on school desegregation treats opposition to busing as racist, reactionary, or as springing from deeper conditions of alienation or anomie. From this viewpoint, anti-busing demonstrations are episodic, unorganized and not founded on any thoroughgoing comprehension of the immediate policy issue. Busing is merely the triggering event which releases the individual's anger at social injustice. A case study of opposition to busing in Los Angeles (surveying its leadership, members, activities, and organizational characteristics) challenges this description. The account of the anti-busing movement which views it in terms of the collective mass behavior outbursts hypothesized by mass society theories is found to be inappropriate. The reasons individuals join and participate in anti-busing organizations appear to be quite different from the "symbolically racist" characteristics which correlate with verbal opposition to busing in public opinion surveys. Given the undesirability of white flight, anti-busing claimants should be included in pluralistic bargaining over the desegregation plan. (Author/WI)

1588 ED 166 315
Beck, William W.
Dallas School Desegregation: History and Precedents.
Pub Date—13 Oct 78
Note—18p.; Paper presented at the Texas Council for the Social Studies Annual Convention (26th, Corpus Christi, October 13, 1978)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, Bus Transportation, *Community Attitudes, Community Involvement, *Desegregation Litigation, Elementary Secondary Education, Equal Education, History, Magnet Schools, Mexican Americans, Parent Participation, *School Desegregation, *Urban Schools, Whites
Identifiers—*Texas (Dallas)

Since the 1954 Brown decision, Dallas residents have engaged in avoidance, resistance, legal battles and, finally, cooperation and compromise in the desegregation of Dallas schools. It now appears that Dallas is making some progress toward desegregation. Except for some segments of the black community, who felt they had been betrayed because of a remaining all-black subdistrict, the 1976 Dallas desegregation plan has received strong support from virtually every segment of the Dallas community. Although there is continued controversy over the pupil assignment plan and the effectiveness of magnet schools, the number of one-race schools in Dallas has been reduced by over 50 percent in a two-year period. Present trends in Dallas, however, make the future of Dallas schools uncertain. Several individuals believe that "freedom of choice" coupled with quality education are more important than complete integration and the elimination of one-race schools. There is also a concern about retaining or regaining support of the middle class and about the role of the community in enacting urban school changes. In addition, despite numerous innovative approaches and significant desegregation progress, the trend persists that Dallas Anglos often have different perceptions of their schools than do either blacks or Mexican-Americans. (Author/EB)

1589 ED 167 114
Maser, Arthur L. And Others
Highline Public Schools Computer-Assisted Instruction Project: A Program to Meet Disadvantaged Students' Individual Needs for Basic Skill Development: Final Report.
Highline Public Schools, Seattle, Wash.
Pub Date—30 Jun 77
Note—114p.; Parts marginally legible due to print quality
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Arithmetic, *Basic Skills, *Computer Assisted Instruction, *Economically Disadvantaged, *Educationally Disadvantaged, Language Skills, Nontraditional Education, Parent Attitudes, *Program Effectiveness, Program Evaluation, Reading Skills, Secondary Education, Skill Development, Student Attitudes, Teacher Attitudes

This description of a computer-assisted instruction project, which provides an alternative approach to individual instruction in basic skills for economically and educationally disadvantaged students at the secondary level, includes the results of evaluations conducted at the end of each of three school years. Instruction in priority areas–arithmetic, language arts, and reading–was administered to students severely deficient in one or more skill areas in a different manner within each school. Management and student outcome objectives were evaluated by written documentation and data on student pre- and posttests. Data indicate that student use was excellent during the 1974-1975 school year, outcome objectives were met, and response by students, parents, and faculty was generally positive. Management and student outcome objectives in the second year of implementation met or exceeded expectations, student and teacher involvement increased remarkably, and student, parent, and faculty attitudes were especially positive. Objective data for the third year of operation produced the most outstanding results, indicating that the program was highly successful and that computer-assisted instruction is a viable method of building basic skills with eligible students. (CWM)

1590 ED 167 581
Maraschiello, Richard F. Prusso, Kenneth W.
Prekindergarten Head Start Evaluation. Year End Report. 1977-1978. Report No. 7916.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Oct 78
Note—73p.; Parts may be marginally legible due to type
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Development, Classroom Observation Techniques, *Compensatory Education, Disadvantaged Youth, *Educational Methods, Educational Objectives, Federal Programs, Parent Participation, *Preschool Education, Program Evaluation, School Health Services, Social Services, Staff Development
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, Project Head Start

The Prekindergarten Head Start (PKHS) program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). All program components: education, social service, health and nutrition, staff development, and parent involvement performed as expected. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: social interaction/rapport, language/vocabulary, and fine motor manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. Social service workers made 6,030 family contacts focusing on attendance and recruitment. Approximately 85% of the PKHS Instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in two areas: basic skills and suspected child abuse and neglect. Seventy-eight percent of 565 parents attended at least one meeting, activity, or workshop during the year. All data collection instruments are appended. (Author/CP)

1591 ED 167 583
Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Jun 77
Note—378p.; For related document, see TM 008 300; Not available in hard copy due to marginal legibility of original document
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Achievement Tests, *Basic Skills, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, Surveys, Tables (Data), *Testing Programs, Test Results
Identifiers—*Austin Independent School District, TX, Boehm Test of Basic Concepts, Metropolitan Readiness Tests, Sequential Tests of Educational Progress, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report consists of four appendices, one for each of four test batteries: California Achievement Tests, Sequential Tests of Educational Progress, Boehm Tests of Basic Concepts, and Metropolitan Readiness Tests. Data are provided in detail. Brief comments describe the meaning of the results, compare scores with the previous year, and identify strengths and weaknesses in the school program. (CTM)

1592 ED 167 584
Final Evaluation Report. 1976-1977 Project P.A.V.E. Evaluation. Publication Number: 76.57.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 77
Note—60p.; Best copy available
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Career Counseling, Counseling Effectiveness, *Educational Assessment, Educational Objectives, High Schools, Program Descriptions, Program Development, Program Evaluation, *Special Education, *Vocational Education
Identifiers—*Project PAVE

Project P.A.V.E., serving senior high schools in Texas, focused on four areas crucial to the education of handicapped students: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the viability of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CTM)

1593 ED 167 613
Raivetz, Mark J.
The Effects of Budget Reductions on Program Evaluation in a Large Urban School System: Providing Services Beyond Resources.
Pub Date—Mar 78
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Financial Problems, *Job Layoff, *Problem Solving, Program Evaluation, *Research Coordinating Units, School Community Relationship, School Districts, *School District Spending
Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

To examine Philadelphia's 1977 school budget crisis, a chronology of events-from receipt of the proposed budget to final court approval-is listed. Many parties were involved within the school district and in the community. Frequently, one or more parties blamed other parties for creating the problem. Directors of each of the five service components in Philadelphia's Office of Research and Evaluation prepared statements detailing the impact of budget restrictions, particularly staff layoff, on their respective divisions. The five components are: administrative and survey research, testing, federal evaluation, priority operations, and instructional research and development. Directors reported that the main effects of the budget crisis were low morale, unfulfilled potential, and interruption of program evaluations and report production. Recognizing that the budget crisis is a perennial problem, the Small Project Assessment Service was initiated to provide directors of projects with limited funds and with technical expertise from the Office of Research and Evaluation. While the Service needs some revision, the concept is a good one-especially in financially troubled times. (CP)

1594 ED 167 666
School Integration Surveys: Preliminary Report.
San Diego Unified School District, Calif.
Pub Date—May 77
Note—81p.; For a related document, see UD 019 151
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrator Attitudes, Bus Transportation, *Community Attitudes, Counselor Attitudes, Elementary Secondary Education, Magnet Schools, Parent Attitudes, *School Desegregation, *Student Attitudes, Tables (Data), *Teacher Attitudes
Identifiers—*California (San Diego)

In this report, six surveys dealing with attitudes towards integration of San Diego schools are presented. Groups surveyed were registered voters, parents, certificated personnel, classified personnel, secondary school students, and elementary school students. Field work for each separate survey is described. Survey questions are listed and answers are tabulated. (WI)

1595 ED 167 667
School Integration Surveys. 1978 Report.
San Diego Unified School District, Calif.
Pub Date—May 78
Note—114p.; For a related document, see UD 019 150
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Black Students, Elementary Secondary Education, Enrollment Trends, Magnet Schools, *Public Opinion, *School Desegregation, *Surveys, *Urban Schools, White Students
Identifiers—*California (San Diego), Learning Center Program, Voluntary Ethnic Enrollment Program

Surveys dealing with school desegregation in San Diego, California and results are provided for the following areas: (1) registered voters; (2) parents whose children are not participating in the Magnet or Voluntary Ethnic Enrollment (VEEP) programs; (3) parents with children in VEEP; (4) parents with children enrolled in the Learning Center Program; (5) parents with children attending Magnet School programs; (6) parents of white children who left the San Diego City Schools between March 1 and October 7, 1977; (7) certificated personnel; (8) classified personnel; (9) students enrolled in secondary Magnet School programs; (10) students enrolled in elementary Magnet School programs; and (11) students enrolled in the Learning Center Program. The methodology and respondent sample for each survey presented is briefly described. (Author/EB)

1596 ED 167 776
Career Education in a Large Urban Setting, 1976-1978. Final Project Report.
Detroit Public Schools, Mich.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—78
Contract—300-76-0411
Note—885p.; Not available in hard copy due to reproducibility problems; For related documents see CE 020 151, ED 132 284, and ED 138 786
Pub Type— Reports - Descriptive (141)
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Education, Community Involvement, *Demonstration Programs, Educational Programs, Needs Assessment, Program Descriptions, Program Development, Secondary Education, Urban Areas, *Urban Schools
Identifiers—Detroit Public Schools MI, Education Amendments 1974

A two-year project was conducted to develop, implement, and evaluate a model demonstration career education program in a large urban setting (Detroit Public Schools). Major activities involved in the first year (phase I) included the following: (1) selecting fourteen target schools to be served; (2) determining the needs and specific career education training requirements for all students, teachers, administrators, counselors, and community members who would be involved in the infusion of career education in the schools; (3) developing a training program for those participants who must implement the school program in the second project year (phase II) (activities included workshops for teachers, administrators, counselors, and community members; a series of community/business training sessions; and a series of sessions for parents and students to be served in the target schools); (4) creating and selecting materials for immediate implementation in the schools during phase II; (5) creating active support on the part of the community, business, industry, labor, and other agencies; and (6) establishing a school-wide information system. The thrust of the second project year (phase II) was to implement all aspects of the program developed in phase I. (This final report is divided into two sections. Section I provides an overview and summary of the entire project, and section II contains eleven subsections, each detailing a project task outlined in section I.) (JH)

1597 ED 167 777
Kloas, Alan C.
Career Education in the Large Urban Setting-Detroit Public Schools, Detroit, Michigan. Evaluator's Report, 1976-1978.
Detroit Public Schools, Mich.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—78
Contract—300-76-0411
Note—148p.; For related documents see CE 020 149, ED 132 284, and ED 138 786
Pub Type— Reports - Evaluative (142) — Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Career Education, *Demonstration Programs, Formative Evaluation, Program Evaluation, *Research Methodology, Secondary Education, *Statistical Analysis, Summative Evaluation, Urban Areas, *Urban Schools
Identifiers—*Detroit Public Schools MI, Education Amendments 197

This evaluator's report of a career education project for the Detroit Public Schools is divided into two sections. Section I, process evaluation, provides a summary of the activities reported by the project personnel for the eight deliverables collected and analyzed by the evaluator staff: (1) curriculum infusion, (2) career counseling/placement/follow-up, (3) community involvement (business), (4) deprivation needs, (5) parent training and involvement, (6) staff training, (7) involvement of principles, and (8) reduction of race and sex stereotyping. The second section, product evaluation, describes the evaluation instruments used, the subjects of the data collection, and the testing plan. The major portion of the section includes the results of the data collection for fourteen student objectives and one educator objective. The objectives are as follow: recognizing similarities and differences; establishing goals; understanding individual and group behavior; interpersonal relationships; sources of education and training; occupational information; decision making factors; self assessment; career options; life roles; participating in career planning; gaining education or training (basic skills); resources to implement career goals; goal attainment influencing factors; goal change factors; and educator knowledge of career education. Completing the report are student comments related to the career education program, and general project conclusions. (JH)

1598 ED 168 772
Holley, Freda M.
Evaluation Design 1977-78. ESEA Title I Migrant Program November 15, 1977. Publication No. 77-10.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—15 Nov 77
Note—44p.; Small print may be marginally legible
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Bilingual Education, *Data Collection, *Educational Assessment, *Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Information Sources, *Migrant Education, Parent Participation, Program Descriptions, Program Evaluation, Staff Development, Student Recruitment
Identifiers—*Austin Independent School District TX, *Elementary Secondary Education Act Title I Migrant

Evaluation of the Austin Independent School District Elementary and Secondary Education Act (ESEA) Title I Migrant Program involves collecting and disseminating information relevant to eleven decision questions addressing both the system and program levels. At the system level are questions of whether the district should have a migrant program and how coordination with other programs should be improved. Nine program level questions are concerned with such subjects as changes in academic areas and expansion or modification of ancillary services, recruitment procedures, parental involvement programs, and staff development. Three basic types of data are required: needs assessment, process, and outcome data. This document summarizes the information sources for each area covered by the evaluation. An overview of each decision question includes evaluative questions and objectives, information sources for the data needed, and the date the information is due. Another portion of the document summarizes information sources on migrant students, i.e., various tests, teacher reports, interviews and numerous forms and questionnaires. Also included are a timetable listing the data to be collected by various school personnel, a description of the program itself, and a table entitled "Evaluation Time Resources Allocation Summary." (DS)

1599 ED 168 773
Ligon, Glynn And Others
AISD Title VII Bilingual Project 1974-1975. Interim Evaluation Report February 1975. Publication No. 106.26.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—Feb 75
Note—89p., Best copy available
Pub Type— Reports - Descriptive (141) -- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—American Indians, *Bilingual Education, Bilingualism, *Curriculum Development, Elementary Education, English (Second Language), Ethnic Distribution, *Evaluation Methods, Formative Evaluation, *Instructional Design, Mexican Americans, Non English Speaking, Parent Participation, Program Descriptions, Program Evaluation, *Staff Development, Teachers, Test Results
Identifiers—*Austin Independent School District TX, *Elementary Secondary Education Act Title VII, Texas (Austin)

Austin Independent School District's Elementary and Secondary Education Act Title VII Bilingual Program, begun July 1, 1974, serves 2,406 students in grades K-6 on 16 campuses. Both English and Spanish are used for portions of or all the curriculum with the amount of time and treatment accorded to each language commensurate with the pupils individual needs. Three basic staffing patterns include a bilingual aid working with (1) a bilingual and monolingual teacher; (2) two or more monolingual teachers in a self-contained classroom; and (3) a team of teachers of from two to six who may or may not be bilingual. Characteristics of the instructional model include beginning reading taught only in the child's dominant language, inclusion of the children's culture heritage in the curriculum, and small group instruction with grouping by language dominance and instructional level. Describing the project's status as of January 17, 1975, this interim report discusses the instruction, staff development, curriculum development, and parental involvement components of the program. The evaluation design for the project is presented in full with student outcomes objectives, process objectives, and input objectives specified for the student needs of Spanish and English communication skills, Spanish/English math skills, and self-concept enhancement. (DS)

1600 ED 169 077
Evaluation of Title I ESEA Projects, 1977-1978: Technical Reports. Report Number 7877.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Oct 78
Note—218p.; For related document, See TM 008 203
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Academic Achievement, Annual Reports, Bilingual Education, *Compensatory Education, *Educational Assessment, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Evaluation, Pupil Personnel Services, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, School Community Relationship, Social Sciences, *Summer Programs, Urban Schools
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Technical reports of projects funded under the Elementary and Secondary Education Act Title I and summer components of the projects in the Philadelphia, Pennsylvania school system are presented. Following a summary statement, each project is described separately and contains information on the project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives. Summer program components focused on students in various institutions for neglected and delinquent children. Information for each component includes goals set, activities employed to attain goals, goals attained, goals not attained, and changes suggested by project administrators. Title I programs were divided into six categories: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability children; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (MH)

1601 ED 169 080
Final Evaluation Report. 1976-77. ESEA Title I Program. Publication Number: 76.63.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 77
Note—141p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Attendance Patterns, Basic Skills, *Compensatory Education, Elementary Secondary Education, Expectation, Guidance Programs, Identification, Institutional Characteristics, *Low Achievement, *Needs Assessment, Parent Participation, Parochial Schools, *Program Administration, *Program Evaluation, Reading Instruction, Staff Utilization, Student Evaluation, Student Needs
Identifiers—Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Austin's Title I program provided 6,300 students with supplemental reading instruction, guidance and counseling, and parent involvement services. The evaluation focused upon answering and providing supporting data for two system-level and twelve program-level decision questions; forty-one evaluation findings were reported. Supporting data were collected from classroom observation; questionnaires for teachers, parents, principals, and Title I staff; student records; and standarized tests. The majority of Title I students achieved below the national norms for reading and mathematics at all grade levels except first, and fell progressively behind through the fifth grade. Needs were identified in the areas of reading and mathematics achievement and attendance. Coordination of Title I activities with other compensatory programs was minimal. The program's use of school staff and parents did not produce improved achievement. No answer was available about the best grade level for delivery of Title I services. The methods for identifying Title I schools and students were successful in locating schools with the lowest average achievement, and students within those schools with the lowest achievement levels. Teacher expectation was either unrelated to student achievement or unmeasurable through questionnaires. (Program descriptions and characteristics of the participating schools are provided). (CP)

1602 ED 170 384
Loveridge, Robert L. And Others
Parent Perceptions of Magnet Schools as a Method of Desegregation.
Pub Date—31 Mar 78
Note—19p.; Appendices may be marginally legible due to small print; Paper presented at the annual meeting of the American Education Research Association (Toronto, Canada, March 27-31, 1978)
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Busing, *Bus Transportation, *Educational Quality, Elementary Secondary Education, *Magnet Schools, *Nontraditional Education, *Parent Attitudes, Private Schools, Public Schools, Questionnaires, Racial Factors, *School Desegregation, Surveys
Identifiers—*Missouri (Saint Louis)

Presented in this report are the findings of two surveys which were administered to parents of children attending magnet schools in St. Louis. Results of the surveys, the Magnet/Pilot Parent Questionnaire and the Parent Participation Questionnaire are used to illustrate (1) how parent participation differed in magnet, other (non-magnet) public schools, and non-public schools; (2) how magnet schools were viewed as a means of desegregation; (3) how satisfied parents were with the quality of the magnet schools; and (4) what differences existed between the perceptions of black and white parents, and parents of bussed and non-bussed children. It is pointed out that the results of the surveys indicate that if educational alternatives such as magnet schools are used, parents of the school community will become more involved in educational processes and be more satisfied with the education their children are receiving. It is also pointed out that this increased satisfaction and involvement occur independently of race and does not appear to be negatively influenced by busing. Tables showing statistical results gathered from the two questionnaires and samples of the questionnaires are appended. (Author/EB)

1603 ED 170 469
Denton, William T. Kleck, Wil
K-12 Urban Career Education Infusion Project. Final Evaluation
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Report No.—SE77-049-8-7
Pub Date—A[illegible] 77
Note—38p. [illegible] a related document see CE 019 353
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Curriculum Development, Demonstration Programs, Elementary Secondary Education, *Fused Curriculum, Needs Assessment, Program Attitudes, *Program Effectiveness, Program Evaluation, School Community Relationship, Staff Development, *Student Needs, *Urban Schools
Identifiers—Dallas Independent School District TX, Texas (Dallas)

The K-12 Urban Career Education Infusion Project of the Dallas (Texas) Independent School District focused on fourteen schools located in the East Oak Cliff Subdistrict, a predominantly (98%) black community. Conducted in two phases, the project attempted to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence academic achievement of students. Specific activities of the first year included the following: conduct a comprehensive needs assessment; implement inservice training for 25% of the school staff; adapt/adopt/develop curriculum modules to be infused into the existing curricula; increase community awareness and involvement in the schools; and develop a comprehensive evaluation design for the second phase of the project. For the needs assessment, a 10% random sample stratified by grade was used to obtain data from students in grades 7-12. To obtain information relative to student needs in grades K-6, all elementary teachers were surveyed. Other surveys included all educators in the fourteen experimental schools, intact community groups, and principals. Participants in the fifteen staff development workshops were included in the staff development evaluation, and project staff members provided necessary information for the evaluation of the curriculum identification/development effort and implementation procedures. (Evaluation results are summarized for each survey or component.) (BM)

1604 ED 170 470

Denton, William T.

K-12 Urban Career Education Infusion Project Needs Assessment.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Report No.—SE77-049-6-7

Pub Date—May 77

Note—83p.; For a related document see CE 019 352

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Demonstration Programs, *Educational Objectives, Elementary Secondary Education, *Measurement Instruments, *Needs Assessment, Program Attitudes, Questionnaires, *Student Needs, Surveys, *Urban Schools

Identifiers—Dallas Independent School District TX, Texas (Dallas)

A career education needs assessment conducted by the Dallas (Texas) Independent School District focused on fourteen schools (K-12) located in the East Oak Cliff Subdistrict, a predominantly (98%) black urban community. Work already completed by the Partners in Career Education (PCE) project, in which the District was a participant, was used for the foundation of the needs assessment. The 177 basic learner outcomes identified by PCE were divided into nine learner outcome categories across grade levels K-12. Instruments developed by PCE (including a community survey, building level educators survey, and 9-12 survey) were used in the needs assessment with some modifications. In addition, two instruments were developed and used by the project evaluation staff (a middle school survey and elementary school survey). The community and educator respondents were highly supportive of the basic tenents of career education. Secondary school students seemed to relate well to the career education knowledge instrument, although there were needs exhibited in each of the learner outcome categories. The greatest need was in the area of economic factors influencing careers, skills in human relations, and career information. Middle school students demonstrated many of the same characteristics as secondary students. Based on the elementary school survey, the highest priority learner outcomes were those that could be regarded as desirable for a good student and worker. To determine academic needs, achievement tests were given in grades 2, 4, 6, 8, 9, and 12. (Survey instruments are appended). (BM)

1605 ED 170 576

Crawford, George Miskel, Cecil

Experience Based Career Education at Wichita East High School: A Third-Party Evaluation for Year Two, 1977-78.

Spons Agency—Wichita Public Schools, Kans.

Pub Date—30 Jun 78

Note—42p.; For a related document see ED 150 285 ; Research conducted by the Office of Career Education

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Career Awareness, *Career Education, Educational Objectives, Evaluation Methods, *Experiential Learning, *Program Attitudes, *Program Effectiveness, *Program Evaluation, *Program Improvement, Secondary Education, Self Esteem, Sex Discrimination

Identifiers—*Experience Based Career Education

A third-party evaluation was conducted to assess the second year's operation of the Experience Based Career Education (EBCE) program at Wichita (Kansas) High School East. The program proposal contained fourteen process objectives and twelve outcome objectives. The status of the process objective achievement was determined by interviewing program personnel and examining project records. Outcome objectives were assessed by administering several instruments. A pretest-posttest design was used to evaluate the attainment of the outcome objectives associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering check list/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Three site visits were also made. A change in program structure also was evaluated. Students were allowed to enroll in the EBCE program for the entire school year, the first semester, or the second semester. The objective measures of the achievement of EBCE program objectives revealed only minor differences between EBCE and control groups, which are suggestive of marginal achievement of objectives. The third-party assessment labeled the program a success and cited improvement made in formerly problematic areas identified by the first year's evaluation (available as ED 150 285). (The major portion of this document contains appended materials.) (BM)

1606 ED 170 917

Englert, Richard M.

Third-Party Participation in the 1978 Teacher Negotiations in Philadelphia: The Politics of Bargaining.

Pub Date—Apr 79

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type— Tests/Questionnaires (160) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizen Participation, *Collective Bargaining, Community Influence, Community Involvement, *Political Influences, Questionnaires, Speeches

Identifiers—Philadelphia Public Schools PA

The 1978 contract negotiations between the teachers and the school board of Philadelphia were important enough to draw in four identified types of third party: government officials (notably the mayor), neutral mediators, community interest groups (representing political, financial, parental, and general public interests), and the news media. The negotiations took place in a historical and political context that affected the amount of influence each third-party group could exert. Of particular significance in this instance was the active role taken by the mayor, who was highly conscious of the effect a strike could have on an upcoming city charter revision election that in its turn would determine whether he could run for a third term in office. This document analyzes the role played by the major third-party groups in terms of levels of activity, of access to the negotiations, and of influence. The historical and political context and relevant previous literature are discussed, and documentary sources as well as observations made by participants in after-the-fact interviews are used to generate data for the study. (Author/PGD)

1607 ED 171 897

Sokol, Alvin Paul

Project ICE (Implementing Career Education). St. Louis, Missouri, Public Schools. Final Evaluation Report.

Comprehensive Evaluation Services, Inc., St. Louis, Mo.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.; Saint Louis Public Schools, Mo.

Bureau No.—554AH50133

Pub Date—Feb 77

Grant—G007502293

Note—201p.; Not available in hard copy due to faint and broken type; For related documents see ED 132 284, ED 138 786

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Community Involvement, Curriculum Development, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Failure, Inservice Teacher Education, Instructional Materials, *Integrated Curriculum, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Success, Teacher Workshops

Identifiers—Education Amendments 1974, Missouri (Saint Louis), *Project ICE

A final evaluation (two interim evaluations were previously conducted) was made of Project ICE (Implementing Career Education), which attempted to infuse career education into elementary and secondary school curriculum in St. Louis. While the earlier evaluations concentrated on the elementary level, this third one assessed the program's operation in K-12. Areas studied were as follow: teacher training, curriculum development, community involvement, and student outcomes. Each was judged according to its success in meeting the objectives established for it in the project plan. The evaluators monitored workshops, reviewed curriculum products, conducted surveys, and administered pre- and post-tests. Fifteen target, one pilot, and fifteen non-target schools were involved, with a sample of 2,130 students being tested. It was concluded that (1) fifty-three percent of the project's objectives were met; (2) nearly two-thirds of the objectives not met were student outcomes and the project was weakest in satisfying its objectives in this area; (3) the project was well designed; (4) the inservice training program produced significant results in teachers' knowledge of career education and their attitudes toward the program; (5) classroom infusion, while varying from teacher to teacher, was generally increased; (6) written lessons/units on the high school level were produced for science, math, social studies, and communication skills; and (7) the Community Advisory Council functioned very well, and a community resource guide was published. (ELG)

1608 ED 172 391

Cummings, J. R.

Alternate Learning: Sharing Innovative Programs and Practices.

Pub Date—Feb 79

Note—13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, *Experiential Learning, Policy Formation, Program Descriptions, Program Development, *School Community Relationship, Speeches, Work Experience Programs

Identifiers—Dallas Adopt a School Program, Metro Atlanta Skills Center, Program of Education and Career Exploration

Educators sometimes fail to adequately bring about school community collaboration. To do so, cooperative policy adjustments must be made, such as the supportive network created in the Dallas "Adopt-a-School" Program. Too, implementation adjustments must be made in the development of an action-learning program such as the flexible scheduling systems in the Metro-Atlanta Skills Center and the Program of Education and Career Exploration in Atlanta, Georgia. Programs such as these are created through policy adjustments that reflect the urban school district's commitment to the restoration of relevance in the education of American youth. Characteristics of 11 other programs are briefly listed in the paper. (Author/J[illegible])

1609 ED 172 923

Asano, Mildred M.

Report of Early Childhood Programs: Social Services 1977-1978. Report No. 7913.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 78

Note—89p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Caseworkers, Day Care, *Early Childhood Education, *Educational Programs, *Intervention, Occupational Information, Parent Participation, Preschool Education, Program Descriptions, *School Social Workers, *Social Services

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through, *Project Head Start

This 1977-1978 annual report of the Social Services Component of Early Childhood Programs within the School District of Philadelphia provides a description of the types and quantities of activities undertaken in five early childhood programs by the social service workers. Data were obtained from periodic reporting forms designed by the Early

Childhood Evaluation Unit. The data focused on three areas of services: (1) the number of families requiring services and the number receiving assistance; (2) the frequency of contacts with families; and (3) the types of assistance provided to families. Social services were mandated in four of the five programs discussed in this report: Child Care (CC); Get Set Day Care (GS); Prekindergarten Head Start (HS); and Follow Through (FT). The fifth program, Parent Cooperative Nurseries, (PCN) was included by program request. Each program was able to attain either fully or partially its specific objectives or its performance standards. Within the programs' mandated social services, 88 social service workers made 85,181 contacts, of which 54 percent were with a parent or guardian, 35 percent were with other program personnel, and 11 percent were with community agencies. Social service workers focused primarily on admission and recruitment, children's attendance, and home-school liaison functions. Although insufficient data were obtained regarding the frequency of contacts with families in two programs (GS, FT), 85 percent of the families in the other two programs were contacted one to three times, and 15 percent were contacted four or more times a month or quarter. (Author/MP)

1610 ED 172 928

Prusso, Kenneth W.

Get Set Day Care: Summary Report, 1977-1978. Report No. 7943.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 78

Note—61p.; For related document, see ED 164 142

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Child Development, *Day Care, *Developmental Programs, Early Childhood Education, Elementary School Students, Family (Sociological Unit), *Health Services, Low Income, Parent Participation, Parents, Preschool Children, Program Descriptions, Program Effectiveness, *Psychological Services, Public Schools, *Social Services, *Staff Development

Identifiers—*Get Set Program, Pennsylvania (Philadephia), Project Head Start

This report summarizes results of an evaluation of the Get Set Day Care Program in the Philadelphia public schools. The program, which provides child care services to low income families, has three purposes: (1) to enable parents or other caretakers of children to work, to receive employment-related training or education, or to receive social or health services; (2) to provide children, including the developmentally handicapped, with individualized care which contributes to their development and self sufficiency; and (3) to prevent or remedy neglect, abuse or exploitation of children and adults unable to protect their own interests, or to preserve, rehabilitate or reunite families. In 1977-78 the program operated in 76 sites and served 4,200 children, primarily between the ages of 3 and 5. The aspects of the program examined and the measures employed were (1) child development (classroom observation, a developmental status checklist and the school achievement record of past participants), (2) social services (the number of social workers' contacts with staff and parents), (3) psychological services (members of referrals and services for developmental delay; speech, language and hearing difficulties; mental retardation; abuse and neglect; and medical or physical problems), (4) health services (screenings, treatment, health education and meals), (5) staff development (supervisors', teachers', assistants' and aides' perceptions of quantity and utility of on-site demonstrations and assistance) and (6) parent involvement (attendance at meetings and participation as volunteers). (Author/BH)

1611 ED 172 987

Arce, Aaron Sosa, Xavier

ESAA Bilingual/Bicultural Project. 1974-1975 Final Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—F-6-132-TOA

Pub Date—30 Jun 75

Grant—OEG-6-74-1897

Note—68p.; For related documents, see ED 154 945 and 946

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Curriculum Development, Elementary Education, Enrollment, Language Arts, Language Proficiency, *Mexican Americans, *Multicultural Education, Objectives, Parent Participation, *Program Effectiveness, Reading Instruction, *Spanish Speaking, Staff Development, Teacher Aides

Identifiers—*Texas (Austin)

The 1974-75 Austin Independent School District bilingual/bicultural program was designed as a comprehensive program of bilingual (Spanish and English) education for schools with the highest concentrations of Spanish-dominant Mexican American students. Bicultural instruction was inherent in the program which used both languages for a portion of all the curriculum. On a budget of $271,530 the program served over 1400 elementary students in six schools using 6 1/2 professional staff, 20 teacher aides, and 7 support staff. Students receiving Spanish instruction met objectives regarding acquisition of basic concepts and improved language proficiency, but not Spanish reading skills. Students receiving English instruction met English reading objectives. The program met most objectives regarding staff training, supervision, materials, team teaching, and bilingual aides, but not the important objectives regarding curriculum development and parental involvement. Compared to students not in the program, students in bilingual classes learned more Spanish and as much English. It was recommended that the program be continued at all six schools and be available to all Spanish-dominant students and to those whose parents want them in a bilingual program. Other recommendations were that the position of parental involvement specialist be discontinued and that teacher training emphasize using teacher aides effectively. (SB)

1612 ED 173 431

Finkler, Diana And Others

The Student Learning Scales, A Progress Report.

Pub Date—[79]

Note—78p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Course Evaluation, *Factor Structure, Higher Education, Majors (Students), *Rating Scales, Research Reports, *Self Evaluation, Student Evaluation, *Student Evaluation of Teacher Performance, Student Role, Teacher Effectiveness, *Test Construction, Tests, Test Validity

Identifiers—*Student Learning Scales

The Student Learning Scales (SLS) were intended to supplement or replace existing college instructor performance scales, by focusing on the actions of learners and by providing students with an instrument for assessing their own learning reactions in a variety of instructional contexts. Factor analyses and validity studies were conducted to develop and refine the SLS. The factors indicated by the factor analytic studies–appropriate teaching method, liberal learning, social learning, analytical thinking and problem solving, motivation and relevancy, and writing–were examined in relation to students' majors: humanities, social science, natural science, business, and learning analysis. (Results are included, as well as various forms of the 94-item rating scale). (Author/GDC)

1613 ED 173 442

Reinstein, Barry J. Williams, Clifford W.

School Evaluation Studies in Portland, Oregon: A Naturalistic Inquiry Approach to School Evaluation.

Pub Date—Apr 79

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Ancillary Services, Curriculum Evaluation, Educational Environment, Educational Facilities, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluators, Field Studies, *Institutional Characteristics, *Institutional Evaluation, Instructional Programs, *Observation, *Public Schools, School Administration, School Community Relationship, *School Districts

Identifiers—Oregon (Portland), *Portland School District OR

A naturalistic inquiry approach was used for the collection and interpretation of information on the 138 schools in the Portland, Oregon school system. This approach was an in-person, field based, investigative method, and was nonobtrusive. Factors studied included: description of the school and its setting; the school building and facilities; school and community; school goals; administration; curriculum and instruction; support services; and student performance. There were 25 criteria for evaluating a school. These criteria covered instructional activities and grade placement; interpersonal relationships; academic achievement measures; standards for student behavior and administrative support; community, parent, and teacher participation; and adequate educational materials and physical facilities. Characteristics of the evaluators included professional experience in education; experience with teaching materials and resources; knowledge of evaluation technique; ability to function unobstrusively and to establish good rapport with staff and students; and ability to analyze data and report findings objectively. The program process involved school selection; on-site evaluation; report preparation; and report dissemination and application..(MH)

1614 ED 173 743

Baenen, Nancy

Evaluation Design 1978-79: Education for Parenthood Project.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—30 Sep 78

Note—25p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Rearing, Day Care, *High School Students, *Parenthood Education, Parent Role, *Program Design, Program Evaluation, Research Design, *School Community Programs, School Districts, *Secondary Education, Work Experience Programs

Identifiers—*Texas (Austin)

This booklet provides a summary of purposes and goals of the Education for Parenthood Project, along with a summary of the evaluation services to be implemented in order to effectively make decisions about funding and possible project modifications. Decision questions are outlined, and information needs are elaborated. A method for disseminating the evaluation findings is outlined, and information sources are evaluated and analyzed. There is also a list of data to be collected in the schools during each quarter of the school year, and a chart of evaluation time resources allocation. The evaluation focuses on the effectiveness of the program in meeting the needs of three groups of students: student-parents, career education students, and students in general education for parenthood courses. (PJC)

1615 ED 173 764
Reading Disability Prevention for 5 Year Olds.
Portland Public Schools, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—210p.
Available from—ESEA Title 4C, Portland Public Schools, Area 1, 6318 Southwest Corbett Street, Portland, Oregon 97201 ($4.50)
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Auditory Discrimination, Curriculum Guides, *Inservice Teacher Education, *Kindergarten, Language Acquisition, Parent Participation, Perceptual Motor Coordination, Prevention, Primary Education, Program Guides, *Reading Failure, *Reading Programs, *Reading Readiness, *Screening Tests, Visual Perception

A program designed to detect and prevent reading disability in kindergarten is outlined in this curriculum guide. A modification of the Santa Clara Inventory of Developmental Tasks is used as the basic screening and diagnostic instrument, and instructions are provided on how to use the instrument for both purposes. Detailed sections on teacher training, implementation, parent involvement, and evaluation of student progress are included. Reading readiness areas covered are language development, visual and auditory perception, concept development, and motor coordination. The appendixes include information on budget, tests and inventories, format for volunteer training sessions, supplemental programs for children continuing at risk, suggested materials and supplies, project-developed prescriptive activities, and suggestions on how to deal with specific learning handicaps. (MKM)

1616 ED 173 914
Hickey, Mike E.
Closed Schools–Open Doors. Revised.
Pub Date—Apr 79
Note—9p.; Paper presented at the Annual Meeting of the National School Boards Association (Miami Beach, Florida, April 21-24, 1979); Not available in paper copy due to light print of original document
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Building Conversion, *Community Centers, Community Education, *School Closing, School Community Relationship
Identifiers—*Saint Louis Park School District MN

In this age of declining enrollments, alternatives exist to boarding up schools that are no longer being fully utilized. This paper discusses such alternatives by describing the situation in a Minnesota school district. Of the four elementary school buildings closed in St. Louis Park in the past five years, one was sold to a developer, two are currently operating as community centers, and a fourth is being developed into a senior citizen center. The paper details the activities in each of the centers and then lists several funding approaches used by the district to make the centers self-supporting. The paper concludes that school officials should seek creative approaches to the utilization or disposal of closed school buildings. Otherwise, the buildings serve as painful reminders of educational and community decline. (Author/LD)

1617 ED 174 733
Scott, Elois Skeen
Programmatic Needs and Satisfaction of Hispanic Parents to the Buffalo, New York Title I Bilingual Program, 1977-1978.
Pub Date—[79]
Note—11p.; For related documents, see UD 019 673-676; Page 8 may be marginally legible due to print quality in the original document
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Elementary Secondary Education, *Language Programs, *Parent Attitudes, *Parent Participation, Parent School Relationship, *Spanish Speaking, Surveys
Identifiers—New York (Buffalo)

This paper lists the questions distributed to parents of children in this bilingual program in order to determine their perception of needs, and summarizes the responses of the few who returned the questionnaire. It is concluded that the weakest area of the program is parent involvement. Several suggestions are made for increasing the participation of parents in the educational process of their children. (EB)

1618 ED 176 224
Reading Improvement Curriculum.
Lansing School District, Mich.
Pub Date—Aug 77
Note—511p.; Best copy available
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Adult Basic Education, *Adult Reading Programs, *Autoinstructional Aids, *Basic Skills, Curriculum Guides, *Reading Improvement, *Reading Instruction, *Reading Skills

This curriculum guide was developed to provide a consistent reading improvement curriculum throughout the Lansing, Michigan, adult education program. An introductory section contains a statement of the purpose of the program, its objectives and goals, student and teacher survey forms, general instructions and suggestions for using the teaching materials contained in the guide, a series of placement tests, and several posttests. This section is followed by three major reading improvement units each containing a series of teaching materials covering the following subjects: root words, prefixes, and suffixes; synonyms, antonyms, and homonyms; main ideas and topics; relationships; following directions; graphs, globes, and maps; spelling; context clues; finding the main idea; reading for details; dictionary skills; content area reading skills; fact or opinion; propaganda and advertising; how to read faster; how to use the library; literature; the world of fiction; the world of nonfiction; how to read magazines and newspapers; how to read poetry; and how to read a play. Each unit also includes a syllabus describing weekly assignments. A section of answer keys is included for tests and activities given in other sections and a final section lists references where additional activities can be found. (TJ)

1619 ED 177 252
Offenberg, Robert M. And Others
Project PACT, Parent and Children Together; Evaluation of the First Year, 1977-1978.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—PSD-7911
Pub Date—Oct 78
Grant—G00770414
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Adult Education, *Adult Programs, Elementary Secondary Education, *Improvement Programs, Parent Education, *Parent Participation, *Parent Role, Parent School Relationship, Parent Student Relationship, Program Descriptions, *Program Effectiveness, *Spanish Speaking
Identifiers—*Pennsylvania (Philadelphia)

Project PACT was designed to complement a bilingual program at Potter-Thomas school by involving Hispanic parents in the education of their children. The emphasis was on improving the academic performance of Hispanic pupils by teaching their parents and other adults how to reinforce classroom instruction. At the end of the first year, there was evidence that parent participation in the summer program was associated with higher reading scores. The effect of parent participation on student behavior during the school-year program could not be determined because of external problems. However, more Hispanic adults than expected earned high school equivalency diplomas during the school-year program. In conclusion, the summer program appears to have worked well as designed and was associated with superior pupil behavior. The school-year program had some successes, but needed modifications. (Author/EB)

1620 ED 177 295
Fine, Richard D.
The Career Resource Center: A Guide for Implementation.
Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.
Pub Date—78
Note—59p.; Some pages in this document may not reproduce well due to heavy type ; Prepared in cooperation with the Blue Ridge ETV Association
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Role, *Career Development, *Career Education, Community Resources, Counselor Role, Educational Resources, Facilities, Facility Planning, Guides, Human Resources, Information Centers, Information Sources, Models, Objectives, Occupational Information, Parent Role, Planning, *Program Development, *Resource Centers, *Resource Materials, *Resource Room Programs, Resource Teachers, School Community Relationship, Secondary Education, Special Programs, Student Role, Teacher Orientation, Teacher Role, Teachers

Presenting information on how to implement a career resource center in a school, this guide is divided into five sections. The first section explains career development, the career resource center, the rationale for implementation, and why career information is important to career development. Section 2 lists seven objectives used in establishing a career resource center. The planning and organization of a career resource center is discussed in section 3. Included are five models for selecting staff members, and teacher orientation activity guidelines. The coordinating counsel, spatial considerations, publicity, and evaluation and modification are also discussed. The fourth section explains how students, teachers, counselors, administrators, business and labor, and parents can use and benefit from a career resource center. Section 5 suggests career resource material which could be used in a career resource center. (LRA)

1621 ED 177 316
Steiger, JoAnn And Others
Literature and Secondary Data Review of the Vocational Education Equity Study. Final Report: Volume II.
Steiger, Fink, and Kosecoff, Inc., McLean, Va.
Spons Agency—American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66600-3/79FR(2)
Pub Date—Mar 79
Contract—300-77-0318
Note—261p.; Some of the tables in this document will not reproduce well due to small, broken type; For related documents see CE 022 751-755
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Data Collection, Educational History, Federal Legislation, Literature Reviews, Research Reports, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, *Vocational Education
Identifiers—Education Amendments 1976

This report provides a review of the literature and secondary data on sex discrimination and stereotyping in vocational education. Chapter 1 provides an executive summary of the findings of the review of secondary data. Chapter 2 presents findings, organized according to eighteen major topics used to guide the search for data. Some of the topics include the following: number of males and females with jobs in occupations for which vocational students are trained, male and female students' vocational competencies, and employers' satisfaction with male and female employees who graduated from vocational programs. Chapter 3 presents a review of the literature on sex role socialization. Review topics include some of the following: women in the labor force, sex fairness in education, and sex roles and career choice. Chapter 4 reviews the history of the sex fairness of the vocational education portion of the Education Amendments of 1976, presenting the specific language of relevant sections of the law and regulations. Finally, the bibliography for chapters 2 (by topic), 3, and 4 concludes the document. (JH)

1622 ED 177 317
Wheeler, Jeanette D. And Others
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66601-3/79-FR(3)
Pub Date—Mar 79
Contract—300-77-0318
Note—240p.; Some of the tables in this document may not reproduce well due to light print; For related documents see CE 022 751-755
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Activities, Case Studies, Information Sources, Program Costs, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Vocational Education

Information on programs and activities which have been developed to reduce sex inequities in vocational education is provided. The document is organized into two sections: section 1 contains case studies of twelve programs selected from a nationwide search, and section 2 contains brief descriptions of twelve promising approaches to reducing sex inequity, also selected from the nationwide search. Each of the case studies includes the following components: program overview; background and development; program description, target population, staff, facilities, and activities (recruiting, instruction, support services, job development and placement, community involvement, and support); costs and funding sources; program effectiveness; program future; replicating the program; and contact person and program address. Each of the approach descriptions includes the following components: target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. (JH)

1623 ED 177 391
Norris, Carol A. Chan, Susy S.
Bostrom Alternative Center for Education: Interim Evaluation Report.
Phoenix Union High School District, Ariz.
Pub Date—Apr 79
Note—59p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Counseling Effectiveness, *Dropout Programs, High School Students, *Minority Groups, *Nontraditional Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, Student School Relationship
Identifiers—*Bostrom Alternative Center for Education

The mid-year evaluation of the Bostrom Alternative Center for Education (BACE) during its third year of operation (1978-79) reviewed student characteristics, student termination, and results of student, parent and staff surveys. Students (N = 334) attended Bostrom Center during the first semester. The academic program had the largest student enrollment (158); Life Skills (89) and GED (87) had similar size of enrollment. The majority of the students' ages ranged from 15 to 18 years old. Students were primarily Hispanic, black, and white, with a large proportion of non-white minority students. Most students had less than 10 credits earned toward graudation. About one-third of the students were dropouts for one or more years. Most of them came from schools within the Phoenix Union High School System and many had attended Bostrom Center previously. Students were referred to Bostrom through school counselors, friends, probation/parole officers. About 23% of the students were on probation/parole at the time of enrollment. By January 1979, 134 students were terminated. The dropout rate was about 22.5%. Among all terminated students, 63% withdrew for non-positive reasons; 11 obtained their GED Certificates. In general, students, parents and staff all endorsed the program as a success. Individualized support for student academic and social problems, understanding staff, small classes and self-paced learning helped change students' attitudes toward school. GED and vocational orientation in curriculum, coordination among staff members, and frequent parental contacts also facilitated student performance. (Author)

1624 ED 177 435
Whitson, Karin S. And Others
Urban CETA-Based Guidance Services.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 79
Contract—300-78-0032
Note—191p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adult Education, Adults, *Agency Cooperation, *Delivery Systems, *Guidance Programs, Models, Postsecondary Education, Program Design, Program Development, *Underemployment, *Unemployment
Identifiers—*Comprehensive Employment and Training Act

These materials are designed to provide a framework for the planning of guidance services for underemployed and unemployed urban adults. Part 1 contains research results, literature reviews and case study site visit reports which were conducted as segments of the study on urban CETA-based guidance services. Part 2 examines the role of cooperative relationships among agencies such as the National Alliance of Business, the U.S. Department of Labor and the U.S. Office of Education in improving the delivery of guidance services to CETA participants. Part 3 focuses on the service components of an adult guidance model including intake and assessment, the importance of information accuracy and depth, career guidance techniques, placement and referral, and peer counseling. The appendices contain a review of CETA and Youth and Employment Demonstration Project Act legislation as well as an annotated bibliography of resources for program planning and implementaion. (Author/HLM)

1625 ED 177 778
Career Education Program for the Talented.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note—47p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, Art Education, *Behavioral Objectives, *Career Education, Communications, Creative Writing, Curriculum Guides, Dance, Drama, Elementary Education, Junior High Schools, *Learning Activities, Music, *Talent

The curriculum packet lists objectives and activities used in a career education program in which talented students in grades 4-9 interacted with practicing professionals in six arts areas (art, creative writing, dance, drama, media, and music). Information is presented according to session sequence, and includes descriptions of such aspects as introductory activities, materials, discussion topic, media, and time schedules. Among the suggested activities listed are designing a personal portfolio, pencil drawing (art); advertising, theater/entertainment writing (creative writing); creativity discussions, dance therapy (dance); mime, painting to music (drama); photo-silkscreens (media); and music performance (music). (CL)

1626 ED 177 861
Weibly, Gary And Others
Evaluation Design, 1978-1979. ESEA Title VII Bilingual Program.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note—40p.; Small print may be marginally legible
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, *Bilingual Education, Cultural Background, *Curriculum Development, Demonstration Programs, Educational Objectives, Elementary Education, English (Second Language), Evaluation Methods, Federal Aid, *Federal Programs, Inservice Teacher Education, Instructional Materials, Language Skills, Parent Participation, Parent School Relationship, Preservice Teacher Education, *Program Evaluation, Spanish, Student Evaluation, *Teacher Education
Identifiers—*Austin Independent School District, Bilingual Education Act 1968, *Bilingual Programs, Elementary Secondary Education Act Title VII

A summary is presented of the Austin Independent School District's demonstration bilingual project, which is funded under Title VII of the Elementary and Secondary Education Act. The purpose of the five-year project is (1) to build up the district's capacity to implement bilingual education through staff development, curriculum development, and parental involvement, and (2) to demonstrate the effectiveness of selected processes in staff development and parental involvement. The instructional component is designed to provide bilingual instructional activities in language arts, reading, and math. The staff development component is responsible for developing preservice and inservice training for bilingual program personnel. In the curriculum development component, special emphasis is placed on the identification and adaptation of culturally relevant instructional materials. The parental involvement component focuses on assisting schools in developing and implementing programs that will lead to improved school-home relations. Program evaluation objectives, decision questions, information needs, dissemination activities, information sources, and data to be collected in the schools are summarized. (SW)

1627 ED 178 260
Totusek, Patsy F. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 79.03.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note—85p.; Not available in paper copy due to small print size
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Instructional Programs, *Migrant Education, Migrant Health Services, Needs Assessment, *Objectives, Parent Participation, Preschool Education, Program Design, *Program Evaluation, Public Schools

Operating on a budget of $845,745, the 1979-80 Austin Independent School District Title I Migrant Program for current and former migrant children at preschool through high school levels centers around student recruitment and parental involvement, a pending at-home program for children aged 2-3, a pre-K through 12 instructional program, and health and clothing support services. Program evaluation will involve two major activities: (1) the production of a Final Report Summary and a Final Technical Report, which will present decision information regarding the continuance and/or modification of the program's instructional and other components; and (2) the production of an Annual Evaluation Report for the Texas Education Agency, documenting the achievement of program objectives regarding academic achievement, parental involvement, and meeting the health and clothing needs of migrant students. These reports will require needs assessment, process, and outcome data from numerous sources, all of which are cross referenced. The evaluation design includes a complete information dissemination schedule and an evaluation time resources allocation plan. (SB)

1628 ED 179 324
Friedman, Myron And Others
ESEA Title I Migrant Program. Final Technical Report. June 30, 1979.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 79
Note—660p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Bilingual Education, Comparative Analysis, Early Childhood Education, *Educational Assessment, Elementary Secondary Education, Followup Studies, *Migrant Education, *Migrant Health Services, Parent Associations, Parent Participation, Program Descriptions, Program Effectiveness, *Program Evaluation, Questionnaires, School Health Services, Teacher Evaluation, Teacher Qualifications
Identifiers—*Elementary Secondary Education Act Title I, Migrant Education Amendment, Texas (Austin)

A comprehensive evaluation of Austin Independent School District's Migrant Program for 1978-79, this document identifies program accomplishments and areas where further action is needed and provides extensive documents supporting the decision and evaluation questions published in the project evaluation design. Academic achievement of students at several levels (pre-K-12) and delivery of health services to 90% of the migrant pre-K students are among the positive findings summarized. Supervision of migrant teachers, implementation of diagnostic-prescriptive teaching approach, and standardization of the quality of programs in grades 6-12 are areas requiring action. Appendices contain detailed information on achievement testing procedures and results, migrant attendance, type and amount of instruction received by migrant students, clothing purchases, health services, and parent advisory committees. Interviews with teachers, administrators, and migrant parents are reported; concerns were each group's knowledge of the range of services provided by the Migrant Program, satisfaction with the program, and perceived needs. Migrant teacher performance is discussed and favorably compared to performance of locally funded teachers. (JH)

1629 ED 179 464
The American Legal System: A Field Study Approach.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Pub Date—77
Note—69p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Opportunities, Community Resources, Educational Objectives, *Field Experience Programs, *Laws, Learning Activities, *Legal Education, Secondary Education, Skill Development, Teaching Guides

The document presents an outline for a high school legal education program which emphasizes field experiences. The program is called the American Legal System Satellite Center, and is designed to provide students with experiential knowledge of the functions, procedures, and facets of law; to expose them to a wide range of law-related career opportunities; and to develop social studies skills. The course is divided into ten units and covers topics such as the functions of law, structure of the legal system, courtroom procedure, the criminal justice system, sources of law, tort law, civil procedure, contracts and consumer law, family law, regulatory and beneficial law, and the limits of law. Each unit offers readings and references for both students and teachers; lists community resources such as courts, penal institutions, and law-making bodies; and suggests possible teaching and field activities using these resources. Some possible speakers and multimedia materials are listed. The final unit is a mock trial and contains all the material necessary for the activity. Appendices suggest internship opportunities, research projects utilizing community resources, worksheet/study guides, resources for speakers, legal services available in Milwaukee, bibliographies for students and teachers, and lists of law-related filmstrips and films. (CK)

1630 ED 179 673
Williams, Georgia
School Resegregation: Residential and School Process Study; A Collaborative Leadership Planning/Training Project. Executive Summary, Third Year Report: 1978-79.
Berkeley Unified School District, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.
Pub Date—79
Contract—400-76-0104
Note—75p.; Not available in paper copy due to reproduction quality of original document; Attachments A and B may be marginally legible
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Blacks, Desegregation Plans, Elementary Secondary Education, Leadership, *Leadership Training, Minority Groups, Models, *Program Descriptions, Racial Composition, Residential Patterns, *School Community Relationship, *School Desegregation, *School Resegregation
Identifiers—*California (Berkeley)

This is the final report of a research project designed to develop a model for leadership in school desegregation. The model was to be based on a collaborative process involving city and school decision makers in Berkeley, California. As part of background information, the racial composition of the Berkeley Unified School District is described. The history of school desegregation in Berkeley, including a tendency toward resegregation since 1972, is reviewed. Activities of the leadership planning/training project, designed to explore and reverse the resegregation process, are outlined and major findings for each of the three years of the project are presented. Numerous shortcomings of the project are mentioned, including the absence of participation of the University of California and of other sectors of the community, gaps in general data and in information on groups other than blacks and whites, and insufficient dialogue regarding dissemination and analysis of previous project reports. Nontheless, it is held that the model developed is viable and exportable to other communities for the purpose of providing leadership training for top city/school dicision makers. Appended to the reports are data on student enrollment in Berkeley, achievement test results, as well as excerpts from previous project reports. (GC)

1631 ED 179 843
Wilson, James D. And Others
An Allied Health Professions Counseling Program Model: A Guide for Secondary Schools.
New Orleans Public Schools, La.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date—Jul 79
Contract—231-76-0065
Note—209p.; Best copy available
Pub Type— Guides - General (050) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Allied Health Occupations, *Career Education, *Career Planning, *Counseling Services, *Curriculum Design, High School Students, *Instructional Materials, Models, *Occupational Information, Program Descriptions, Program Design, Program Effectiveness, Secondary Education

This report describes the Orleans Parish Allied Health Profession Counseling Program, a three-year project developed to evaluate the effectiveness of providing health career information in a structured classroom setting. The materials for this program, which was designed specifically to provide high school students with detailed information concerning technical and professional allied health careers and to provide counseling and resource services to students and faculty in participating schools, provide the following: (1) course content and curriculum; (2) selection and implementation methodology; and (3) program evaluation, problems, and recommendations. The Appendices contain illustrative materials, evaluation instruments used to assess the effectiveness of the program, and a bibliography. (Author/HLM)

1632 ED 181 057
Johnson, Lary Pearson, Diane
Fundamental Schools in the Minneapolis School System: An Evaluation 1978-79.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date—Aug 79
Note—105p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Achievement Gains, *Basic Skills, Conventional Instruction, Curriculum Design, Discipline, Elementary Education, Elementary Schools, Homework, Institutional Evaluation, National Norms, *Parent Attitudes, Parent Participation, *Program Evaluation, *School Attitudes, Student Attitudes, Teacher Attitudes, Test Results, *Traditional Schools
Identifiers—Back to Basics Schools, *Fundamental Schools, *Minneapolis Public Schools MN, Minnesota (Minneapolis)

Three fundamentals schools in Minneapolis, Minnesota were evaluated using parent, student, and teacher surveys, standardized test results, and enrollment records. Parents reported their reasons for choosing the school–the most popular reasons were its emphasis on reading, arithmetic, writing, discipline, self-contained classrooms, citizenship, and character development. Parents were generally satisfied with homework load, opportunity for involvement with teachers, their children's progress, and communication about this progress; 75% planned to enroll their children the following year. Attitudes varied widely among the three schools, but students and teachers as a group were less enthusiastic than were parents. Teachers in one school were dissatisfied with parental involvement, discipline policy, and homework completion. All schools exceeded the gains expected by a national norm group, on standardized reading and mathematics tests. (Test results and response rates of selected survey questions are included.) (CP)

1633 ED 181 066
1977-78 Evaluation Findings. Publication Number: 77.59.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Jul 78
Note—332p.
Pub Type— Reference Materials - Bibliographies (131) — Reports - General (140)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Academic Achievement, Annotated Bibliographies, Annual Reports, Basic Skills, Bilingual Education, Compensatory Education, *Educational Assessment, Elementary Secondary Education, Extracurricular Activities, *Federal Programs, Low Income Groups, Migrant Education, Minimum Competency Testing, Parenthood Education, Parent Participation, *Program Evaluation, *Research Projects, *School Districts, Special Education, Vocational Education
Identifiers—*Austin School District TX, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, Emergency School Aid Act 1972, Texas (Austin)

Summaries are presented of all research and evaluation work conducted by the Austin Independent School District during the 1977-78 school year. Summaries are divided into the following areas: 1978 at a glance; district priorities; basic skills achievement; systemwide achievement profiles; low socioeconomic status (SES) achievement; professional personnel evaluation; minimum competency; local/state bilingual; Elementary Secondary Education Act (ESEA) Title I; ESEA Title I migrant; ESEA Title VII bilingual; state compensatory education; Emergency School Aid Act (ESAA) basic; ESAA pilot; education for parenthood pilot; Project Parental Involvement, Academic Achievement, Vocational Programming, and Extra-Curricular Opportunities (PAVE); ad-hoc studies; and occasional papers, on such topics as minimum competency requirements, teacher competency testing, time use in schools, data processing systems for testing programs, and communication skills. (MH)

1634 ED 181 118
Carin, Arthur A.
E.S.E.A. Title VII-Multilingual Programs (S.U.B.E., AVANTI, HABILE), Final Report, 1977-78.
Community School District 32, Brooklyn, N.Y.
Pub Date—78
Note—89p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Schools, Elementary Secondary Education, *French, *Haitian Creole, *Italian, Junior High Schools, Mathematics, *Multicultural Education, Parent Participation, Program Evaluation, Reading, *Spanish, Staff Development, Teacher Role
Identifiers—Bilingual Education Act 1968, *New York (Brooklyn)

This evaluation covers the Spanish, Italian, and Haitian bilingual components funded through Title VII in Brooklyn, New York's Community School District 32. The three programs discussed are: (1) S.U.B.E. (Success under Spanish Bilingual Education), for grades K-6; (2) AVANTI (an approach to Italian bilingual education), for grades 1-9; and (3) HABILE (Haitian Bilingual Education), comprising both Creole and French as well as English for grades 1-8. Each program is described in terms of objectives, implementation, staffing, student participation, staff development, parent involvement, school and community activities, and evaluation procedures. Student achievement data, in the form of pre/post program test scores in reading and mathematics, are presented. It is recommended that all three programs be continued, although criticism and suggestions for improvement are noted. Consultants' resumes, evaluation forms, and observation guides are appended to the report. (GC)

1635 ED 181 139
Gibson, Jessie M.
Affective Parent Education in Philadelphia.
Philadelphia School District, Pa.
Pub Date—78
Note—15p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Black Culture, *Blacks, *Family Environment, Parent Attitudes, *Parent Education, Parenthood Education, *Parent Influence
Identifiers—Affective Education Program, Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)

It is apparent that the family, and the parents in particular, are powerful influences on the child's learning, even before the child reaches school. The home is the place where children learn first, and the extent to which they learn later in life is determined greatly by what goes on at home. The Affective Education Program, a Title I funded program, developed the parenting aspect of the program with the black parent and child in mind. Some of the special concerns one should be attentive to when working with the black community include: (1) priorities are different–maintenance and survival are primary concerns; (2) there is a general distrust and suspicion of institutions and the people who run them; (3) there is a need for parents to share valuable insights learned through generations of living in oppression, but there also is a need to be open and flexible to new ideas in order to help the child adjust to present realities; (4) the constant bombardment of negative stimuli from a hostile society produces low expectations at school and home; (5) there is an ambiance of physical danger in the black community and educators should be aware of its effects on the parent-child relationship; (6) the incidence of teenage pregnancy is high and there should be some preparation for, and some awareness raised about, the role of parents. (Author/RLV)

1636 ED 181 156
Williams, Georgia
School Resegregation: Residential and School Process Study. A Collaborative Leadership Planning/Training Project, Third Year: 1978-79. Final Report.
Berkeley Unified School District, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.
Pub Date—Aug 79
Contract—400-76-0104
Note—302p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 052
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Community Involvement, Court Litigation, Educational Legislation, Program Descriptions, Racial Segregation, Residential Patterns, *School Community Relationship, *School Desegregation, *School Resegregation, Staff Role
Identifiers—*California (Berkeley), Collaborative Dialog for Change in Desegregation

This report summarizes the work undertaken by the Berkeley Unified School District's (BUSD) project to define a collaborative leadership planning/-training model to combat school resegregation. In 1972, four years after full desegregation, the BUSD experienced a marked shift in the school population and its distribution. In 1976, the BUSD committed itself to cooperative action between school officials and municipal decision-makers to resist apparent resegregation trends. The first years of the three-year federally funded study witnessed the definition of the problem and the development of a collaborative hypothesis. During the second year attention was focused on the inside factors which tend to cause resegregation, such as the flight of white students to private schools, segregation of students within schools, staff ethnic patterns and staff age. Also examined were factors outside schools which could cause resegregation, such as housing patterns, employment realities, court decisions and legislation. The Collaborative Dialog for Change in Desegregation (CDCD) was developed in the project's third year. The basic assumption of CDCD was that a continuing, guided, collaborative action between schools and city decision-makers would ameliorate or avoid a natural tendency toward school resegregation. It specified the strategies and resources to be mobilized in counteracting the resegregation trend. Appended to this report are an annotated bibliography of recent literature on desegregation and resegregation, summaries of relevant court cases and legislation, and a listing of technical assistance resources. (RLV)

1637 ED 181 187
Walkenshaw, Sara, Comp.
Careers. A Districtwide, School Based Approach.
Kansas City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—930p.; Parts of this document will not reproduce well due to small, light, or broken type
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF06/PC38 Plus Postage.
Descriptors—Behavioral Objectives, *Career Education, Career Exploration, Curriculum Guides, English Curriculum, *Fused Curriculum, Junior High Schools, *Learning Activities, Mathematics Materials, Reading, Reading Materials, Science Activities, Secondary School Mathematics, Secondary School Science, Social Studies, Teaching Guides, Teaching Methods

The career education materials and concepts in this collection were developed or adapted from other sources by participants in a districtwide junior high career education project piloted in Kansas City, Missouri. Early portions define career education and suggest roles and functions for the collaborative efforts of all who are involved in the teaching/learning process. Sections are also devoted to career education goals and teaching points, evaluation, and teaching methods for both classroom activities and world-of-work exploration. There is a small section on identifying bias and stereotyping and a unit on life planning. The major portion of the guide consists of career education infusion strategies in three categories: (1) general, which covers sixty broad topics such as personal inventory, job interview, career plans, etc., (2) core subject, which offers sixty sets of materials and aids for teachers of social studies, English, science, math, and reading, and (3) other, which includes materials on individualized instruction units, vocal music, child care, etc. The infusion strategies sections include objectives, descriptions, and resource lists for each activity along with supplementary worksheets and exercises. Career education bulletin board ideas and sample applications are appended. (PV)

1638 ED 181 302
Barclay, Suzanne And Others
Employment and Schooling as Complements and Substitutes: Results for 16-19 Year Old Youths from Low-Income Households.
Abt Associates, Inc. Cambridge, Mass.
Pub Date—29 Aug 79
Note—44p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, August 29, 1979).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Demography, *Disadvantaged Youth, Evaluation Methods, Family Characteristics, Interviews, Low Income Groups, Parent Attitudes, Program Evaluation, *School Attitudes, *Surveys, *Work Attitudes, Work Experience, Youth Employment, Youth Programs
Identifiers—*Youth Incentive Entitlement Pilot Projects

Before enrollment of youth began in the Youth Incentive Entitlement Pilot Projects (YIEPP) program, a survey was conducted of program eligible youth in four of the largest Entitlement areas and in four matched control sites in order to provide baseline data for an impact analysis of the YIEPP program. After probability sampling, over 120,000 households were interviewed in the eight sites, and family income eligibility as well as the presence of program eligible youth was ascertained in each case. Enumerators then returned to each of the potentially eligible households and secured lengthy interviews with the eligible youths and their parents. As a result, a data set containing information on 7,553 youths was assembled. This sample size was then narrowed to 6,415 youths which included only 16- to 19-year-olds who had not graduated from high school and who came from low-income families. This baseline survey of program-eligible youth and their parents was completed spring 1978. The survey captured information on demographic and family background characteristics which included income, income sources, and pre-program behavior with regard to schooling and work experience. It was in no way identified with the YIEPP program. Three annual waves of re-interviews are planned for this sample, and the data will be used to increase basic knowledge in the area of youth transition from school to work and adulthood and to develop the models and methods necessary for the proper impact evaluation of the program. (BM)

1639 ED 182 265
Teacher Advisor Contact-Oriented Program. Hoover Middle School, Oklahoma City, Oklahoma.
Oklahoma City Public School System, Okla.
Pub Date—79
Note—25p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Leadership, Leadership Training, *Middle Schools, *Noninstructional Responsibility, School Community Relationship, *Self Concept, *Student Attitudes, *Student Teacher Relationship, *Teacher Role

Information concerning the goals and objectives of a teacher-advisor program in an Oklahoma middle school are presented, as well as an overview of the program's methods. The program is designed to foster significant and supportive relationships between students and teachers and student self-esteem through special interest classes. School-community rapport is also encouraged. The material in this report consists largely of graphics and illustrations. (LH)

1640 ED 182 386

Benedict, Annette

Title VII Bilingual-Bicultural Program, Final Evaluation Report, 1977-1978.

Community School District 23, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Grant—G007604886

Note—31p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Elementary Education, English (Second Language), Inservice Teacher Education, Multicultural Education, Non English Speaking, Parent School Relationship, *Program Descriptions, *Program Evaluation, *Spanish Speaking

Identifiers—*Bilingual Education Act 1968, *New York (New York)

After reviewing recent legal decisions on bilingual education, this report describes the goals and requirements of a bilingual program in a New York City community school district with a large number of Spanish speaking pupils, and the methods by which these goals were to be attained. The training and responsibilities of staff are discussed, with particular attention to the participation of bilingual teachers in inservice workshops. The program is evaluated and the extent to which its objectives were fulfilled is discussed. Areas evaluated include student growth in verbal and mathematical skills and cultural history, cross-cultural activities for students, parent-school rapport, and the development of a multi-media laboratory. Tables are included. (Author/WP)

1641 ED 182 387

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of Queens, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—55p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 138-141

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools

Identifiers—*New York (Queens)

This survey of the occupational education delivery services in Queens, New York, represents an initial step in the development of a borough-wide plan. The report provides a basis for assessing the potential training resources within the present school structure, as well as a detailed outline of the present scope of services. Elements which have been included in this study include: a review of population trends in the entire borough and in the high school population in particular for the period 1976 to present; population flow (migration and out-migration); special geographic features; transportation facilities; labor market information specific to the borough; and assessments of the scope and nature of local business. A detailed analysis of present facility and training resources is provided. (Author/RLV)

1642 ED 182 388

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of the Bronx, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—46p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools

Identifiers—*New York (Bronx)

This report examines occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. The study reviews population trends in the Bronx in general and in its high school population in particular. The types of occupational education available in the high schools of the Borough are delineated. Employment opportunities are also examined with specific reference to the availability and student use of matching training programs in the high schools. Included are tables indicating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

1643 ED 182 389

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of Manhattan, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—46p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational Schools

Identifiers—*New York (Manhattan)

This survey of occupational education delivery services in Manhattan represents an initial step in the development of a borough-wide plan. The study provides a basis for assessing the potential training resources within the present school structure, as well as a detailed outline of the present scope of services. Elements which have been included in this study include: a review of population trends in the entire Borough and in the high school population in particular for the period 1976 to present; population flow (migration and out-migration); special geographic features; transportation facilities; labor market information specific to the borough; and assessments of the scope and nature of local business. A detailed analysis of present facility and training resources is provided. (Author/RLV)

1644 ED 182 390

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of Brooklyn, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—65p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational Schools

Identifiers—*New York (Brooklyn)

This report examines occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. The study reviews population trends in Brooklyn in general and in its high school population in particular. The types of occupational education available in the high schools of the Borough are delineated. Employment opportunities are also examined with specific reference to the availability and student use of matching training programs in the high schools. Included are tables indicating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

1645 ED 182 391

Bozza, Leonard Pollack, Eileen

A Survey of the Occupational Education Delivery System in the Borough of Richmond, New York City, Region 2.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date—May 79

Note—33p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-140

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools

Identifiers—*New York (Staten Island)

This report analyzes occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. After reviewing population trends in the Borough of Richmond in general, and high school population in particular, the study describes the variety of occupational education programs available in the high schools of that borough. Employment opportunities are also analyzed with particular reference to the availability and student use of matching training programs in the schools. Included are tables delineating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

1646 ED 182 393

An Evaluation of the ESEA Title I and Impact Aid Programs, Community School District 27, New York City Board of Education, 1977-1978. Final Report.

Community School District 27, Queens, N.Y.

Pub Date—Jul 78

Note—178p.; Not available in paper copy due to light print

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, *Compensatory Education, Elementary Education, *Mathematics Instruction, Parent Participation, Parent School Relationship, Private Schools, *Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, *New York (Queens), Private School Relationship

This report evaluates the Title I and Impact Aid Programs in a Queens, New York, school district. The following activities, conducted in elementary and junior high schools, are analyzed: reading resource centers, an oral communication laboratory program, a non-public school component, bilingual and mathematics resource centers, and the optional assignment remediation program. Each activity is described in terms of its organization, objectives, implementation, and effectiveness. Where available, pre- and post-test scores are provided. In addition, the evaluation procedure is discussed, especially in relation to parent involvement in a program developed to increase skills of parents in evaluating Federally funded programs. (WP)

1647 ED 182 411

Survey of Public Education in the Nation's Urban School Districts, 1979.

National School Boards Association, Washington, D.C.

Pub Date—79

Note—149p.; Not available in paper copy due to institution's restriction; Appendix may be marginally legible due to small print; For a related document see ED 155 228

Available from—Information Services Department, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 ($12.50)

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Board of Education Role, Boards of Education, Collective Bargaining, Educational Finance, Elementary Secondary Education, Enrollment, Nontraditional Education, *Public Schools, School Community Relationship, *School Districts, *Statistical Data, Superintendents, *Surveys, *Tables (Data), Teachers, *Urban Schools

This report is based on the responses of 61 urban school districts surveyed in 1979. Statistical tables cover the following areas: student enrollment, staffing, finances, selection and organization of school boards, school board-community relations, collective bargaining, alternative instructional programs, and profiles of school board members and superintendents. Where appropriate, population data is broken down by race and sex. Included is an appendix which provides the survey instrument employed. (Author/WP)

1648 ED 182 412

Snowden, Petra Elizabeth

Urban Education: The Relationship Between Schools and the Urban Milieu.

Pub Date—80

Note—16p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, Curriculum Problems, Elementary Secondary Education, Financial Needs, Minority Groups, *Policy Formation, Poverty, *Public Schools, Relevance (Education), School Community Relationship, *School Districts, Urban Environment, *Urban Planning, *Urban Population, *Urban Problems, *Urban Schools

Changes in the metropolitan environment and its population, and the inability of public school systems to respond to these changes, are discussed in this paper. The author states that public school systems are closed systems which are inflexible and resistant to change, and are therefore unable to meet the challenges posed by the massive changes that have taken place in urban areas. Recommendations are made for restructuring the city school system as part of a total urban planning strategy; for reconstructing educational bureaucracies into open systems responsive to metropolitan dynamics; and for the design of new curriculum models that meet the present needs of urban students. (Author/WP)

1649 ED 182 416

Project CASE. Career Aspiration and Self Congruence in the Education of Puerto Rican Youth. Meeting the Vocational Education Needs of Special Populations.

Hartford Public Schools, Conn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—[76]

Note—148p.; Not available in paper copy due to light and broken type

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Bilingual Students, *Career Awareness, Career Choice, Career Exploration, Curriculum Development, Intermediate Grades, Junior High Schools, *Occupational Aspiration, *Program Effectiveness, *Puerto Ricans, *Self Congruence

Identifiers—Connecticut (Hartford)

A study was conducted to assess the career aspiration and self-congruence of Puerto Rican Youth, as well as to develop a pilot curriculum designed to increase these students' awareness of the world of work. A pre-post control group design was used. All students involved in the research were seventh- and eighth-graders in the Bilingual Cluster at Quirk Middle School of Hartford Public Schools (Connecticut). None of the students had previously been exposed to a career awareness/exploration program. The experimental students were exposed to three career-related and career-infused lessons per day for a six-week period while the control group students were not. There were fifty-two students in the experimental group and thirty-seven in the control group. The Pier-Harris Test and the Comprehensive Career Assessment Scale were administered to all students in the classrooms by their teacher. Although mean scores were higher in the experimental group than in the control group, they were not significantly higher. It was suggested that had the program been used for an entire school year the increases might have reached a level of significance. Although the results were not significant, the students' scores in the academic areas improved as a result of this program. (A major portion of this document contains appended materials, among which is a copy of the program curriculum.) (BM)

1650 ED 182 898

Celuzza, Paul W., Ed. Clayton, Shelley Bakst, Ed.

Connections: Parent and Student Guide. A Parent/Student Guide to Special Education Services in the Boston Public Schools.

Boston Public Schools, Mass.; Federation for Children with Special Needs, Boston, Mass.

Pub Date—[79]

Note—62p.

Available from—Boston Public Schools, The Department of Special Services, 26 Court St., 7th Floor, Boston, MA 02108 (Free, postage reimbursement may be required)

Pub Type— Guides - General (050) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Advocacy, Due Process, Equal Education, *Handicapped Children, Identification, Individualized Programs, *Parent Participation, Prevocational Education, *Services, *State Legislation, *Student Evaluation, Student Rights, Vocational Education

Identifiers—*Comprehensive Employment and Training Act, *Massachusetts (Boston)

Intended for handicapped students and their parents, the booklet presents a guide to special education services in the Boston, Massachusetts, public schools, focusing on Chapter 766, a Massachusetts law that guarantees every child the right to a free and appropriate public education. Section 1 discusses the evaluation process, covering such aspects as the prereferral period, the early childhood screening program, referral, notification of parents, the assessment and planning period, the evaluation team, the evaluation conference, the individualized educction plan, quarterly progress reports and annual reviews, parental decision, and the appeals process. Section 2 focuses on parental involvement, covering such aspects as parent and student rights, ways parents can help, advocacy, advocacy groups, parent councils, special needs groups and agencies, and information and referral agencies. Section 3 lists and describes various special programs and services (including prevocational and vocational) for handicapped students in Boston, along with the telephone number of each. (DLS)

1651 ED 183 263

Offenberg, Robert M. And Others

Project PACT (Parents and Children Together): Evaluation of the Second Year, 1978-1979. Report No. 8037.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 79

Grant—G007700414

Note—19p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Adult Programs, Adults, Educational Programs, Field Trips, *Language Arts, *Parent Education, Parent Influence, *Parent Participation, Parent Workshops, *Program Evaluation, *Spanish Speaking, Summer Programs, *Teaching Skills

This study was designed to evaluate Project PACT (Parents and Children Together), which was developed to complement the existing Let's Be Amigos Model A bilingual program at Potter-Thomas School in Philadelphia, by involving Hispanic parents in the education of their children. The PACT project consists of two major programs: (1) a summer program designed to teach parents how to complement the education their children receive in school, and (2) a school-year program geared to enhancing the basic academic competence of adults of the Potter-Thomas School community. The major activities of the project include teaching parents about school operation and curriculum, offering Spanish and English GED courses and Spanish and English language arts courses, and acquainting parents with the cultural resources of Philadelphia and neighboring cities. Pupil performance on standardized tests and pupil attendance were used to measure the effect of one or two years of participation by parents in the summer program of the project. Children of participant parents had better English and Spanish reading scores than did other pupils in the school, and there was some evidence that parent participation was related to better pupil attendance. Analysis of interviews with parents conducted during the summer program revealed a statistically significant gain in their knowledge of ways to help their children in school work. The Spanish language arts class attracted too few participants to meet its enrollment objective, but in general the language arts and GED instruction of the school-year program appeared to have an effect on the participants as many of them earned GED high-school equivalency diplomas. (MP)

1652 ED 183 289

Reed, Lois J. And Others

Children Under the Umbrella: A Report on a Project to Develop and Demonstrate the Mechanisms Involved in Operating as a Sponsoring Organization for Nutrition Services in Day Care Centers in Louisville and Jefferson County, Kentucky.

Louisville and Jefferson County Community Coordinated Child Care, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort.

Pub Date—Jul 79

Note—200p.

Available from—Community Coordinated Child Care, 1355 South Third Street, Lousiville, KY 40208 ($5.00 for postage & handling)

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Cooperative Programs, *Day Care, Early Childhood Education, Food, *Food Service, *Food Standards, Infants, *Nutrition, Parent Education, Preschool Children, Program Descriptions, Program Development, *Program Improvement, Recordkeeping, Workshops

Identifiers—*Community Coordinated Child Care Program, Kentucky, Menu Planning

This program was developed by Community Coordinated Child Care (4-C) of Louisville and Jefferson County, Kentucky, to improve nutritional services to 2,146 infants and preschool children enrolled in fifteen area day care centers, by developing the role of a sponsoring organization and by developing standards of expectations for other sponsoring organizations under the Child Care Food Program (CCFP). Services offered to the day care centers included maintenance of CCFP records, menu consultation, a quantity buying program, nutrition education for day care center staff, kitchen planning assistance and implementation of infant feeding programs. Services were also offered to the Kentucky Division of School Food Services. These services included monthly monitoring of centers by 4-C, the provision of ongoing program management, the reimbursement of food services costs in one consolidated payment, and the presentation of nutrition education workshops to center staff. In each of these areas the project director attempted to educate and train day care personnel, children and parents. The report also deals with the problems encountered and how 4-C responded to each one in order to make its special developmental project successful. Supplemental materials such as CCFP forms, sample menus, quantity buying and a sample nutrition education module, are provided in the appendices. (Author/MP)

1653 ED 183 595
Eglsaer, Richard Matuszek, Paula
Project P.A.V.E. Evaluation. Technical Report 1977-78. Publication Number: 77.49.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 78
Note—82p.; Some appendices marginally legible.
Pub Type— Reports - Research (143) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Attendance, Career Counseling, Educational Assessment, *Experimental Programs, Extracurricular Activities, High Schools, Institutional Cooperation, Parent Participation, *Program Attitudes, Program Development, Program Effectiveness, *Program Validation, Questionnaires, *Special Education, Student Improvement, Vocational Education
Identifiers—Austin School District TX, *Project PAVE, Texas (Austin)

Project PAVE was implemented in Travis High School, Austin, Texas, to extend and coordinate services for certain high school special education students. Four components were crucial to the Project PAVE model: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. The project evaluation, conducted in 1977-78, focused on whether PAVE activities should be disseminated to other school districts and whether PAVE should be adopted by other schools in the Austin Independent School District. The following areas were investigated: (1) special student participation in school activities; (2) attendance and dropout statistics; (3) fulfillment of project objectives; (4) credits earned toward graduation; (5) low-cost activities; (6) staff's time requirements and perceptions of project effectiveness; (7) implementation in other Austin schools; (8) utilization of planning process activities; (9) new types of decision making and involvement of parents, students, and counselors; (10) achievement gains; (11) student participation in vocational activities; and (12) changes in teaching practices and attitudes. (Data pertaining to these questions are summarized, and questionnaires used to collect data are appended). (GDC)

1654 ED 183 633
Five Year Progress Report, 1973-1978.
New York City Public Schools, Brooklyn, N.Y.
Pub Date—78
Note—164p.; Maps will not reproduce clearly.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Annual Reports, Basic Skills, *Boards of Education, Elementary Secondary Education, Parent Participation, Pupil Personnel Services, School Community Relationship
Identifiers—*New York City Board of Education

Part I of this progress report consists of an overview of the operations of the following offices and divisions of the New York City Board of Education: High School Division; Division of Special Education and Pupil Personnel Services; Office of Labor Relations and Collective Bargaining; Division of Community School District Affairs; Division of Personnel; Division of Business and Administration; Division of Educational Planning and Support; Division of School Buildings; and the Office of the Deputy Chancellor. Part II consists of the 1976-77 Annual Reports of the 32 Community School Districts. These reports highlight improvement in basic skills, parent and community involvement, health and safety programs, pupil personnel services, and contain descriptions of the school districts. (RLV)

1655 ED 183 663
Patton, Richard H. And Others
Resolving the Desegregation Issue in the St. Louis Public Schools: Summary of Events Since 1972; Analysis of Policy Considerations; Strategies for Resolution.
Missouri Univ., St. Louis. Center for Community and Metropolitan Studies.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Contract—400-76-0103
Note—109p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 285
Pub Type— Guides - Non-Classroom (055) — Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Involvement, *Court Litigation, *Desegregation Plans, Elementary Secondary Education, *Metropolitan Areas, *School Desegregation
Identifiers—*Missouri (Saint Louis)

This handbook was written for those residents of St. Louis who would like to involve themselves in the social, political, and public education tasks which are central to the desegregation process. Section I presents a factual summary of events in the school desegregation case beginning with the filing of the initial suit in February of 1972. Section II offers an analysis of the current status of the school desegregation process in St. Louis. It is drafted from a perspective which views the desegregation process as a complex social, political and legal phenonmenon with profound and far-reaching effects. Section III outlines the components and workings of a community-based process through which the Court can pursue formulation of a court-ordered plan should it so choose. The final section of this report addresses itself to the process of plan implementation. Drawing on the lessons learned in other cities, general tenets of conflict resolution, and familiarity with the St. Louis community, the essential components of a comprehensive strategy for implementation of a court-ordered plan are presented. (Author/RLV)

1656 ED 183 670
Fishman, Robert G.
Creating Neighborhood Identity in a Southern City.
Pub Date—[79]
Note—18p.
Pub Type— Historical Materials (060) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Change, Economic Factors, *Neighborhood Improvement, *Neighborhood Integration, Political Influences, Social Attitudes, *Social Change, *Social History, Southern Community, *Urban Areas, Urban Renewal
Identifiers—*Georgia (Atlanta)

During periods of social change neighborhoods are redefined and/or created by external and internal factors. Political, economic and social factors act as catalysts for neighborhood change by developing symbols by which an area is identified. Neighborhoods are formed by expounding on the new image most sought out by the exponents of the more powerful political, economic and social factions of the city. In part, efforts can be made to sell the new image by developing organizations that reflect the basic values with which the community will identify. This paper explores the process of neighborhood change and revitalization in Chelsea Park, an Atlanta neighborhood, as viewed by long term and short term residents of the community, real estate personnel, city representatives, and members of voluntary associations associated with this neighborhood. A model to account for change in neighborhoods undergoing social change is developed that may prove useful to urban planners and others interested in this kind of research. (Author/GC)

1657 ED 183 678
Hanusey, Richard D.
Desegregation of Urban Schools... Is it Possible? The Philadelphia Story.
Pub Date—[79]
Note—10p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Basic Skills, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Magnet Schools, Multicultural Education, Nontraditional Education, *School Desegregation, *Urban Schools, *Voluntary Desegregation
Identifiers—*Pennsylvania (Philadelphia)

Philadelphia's voluntary school desegregation plan is designed to offer pupils the opportunity for educational experiences in multicultural, multiracial schools, and to prevent white flight from the public schools. Strategies for achieving desegregation include the creation of magnet schools, voluntary school pairing, the Alternative for Middle Years program, and "academics plus" schools. Magnet schools at the junior and senior high school levels have been successful in drawing students from all over the city and from private schools in order to study music and arts, engineering, science and mathematics. In order to avoid the danger that magnet schools might detract from the quality of instruction in other schools, the city has developed a plan to raise the academic achievement of all students through alternative schools and back-to-basics programs in which students, parents, and school personnel all participate in decision making. Finally, the pairing of predominantly white with predominantly black schools has resulted in successful mergers from the point of view of racial composition and academic goals. The Philadelphia experience demonstrates that it is possible to desegregate urban schools by offering freedom of choice. (Author/GC)

1658 ED 183 693
Salley, Columbus
The PTA in the Urban Context: A Final Report on the Urban Education Project Phase I.
National PTA, Chicago, Ill.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.; Office of Education (DHEW), Washington, D.C.
Pub Date—Oct 79
Contract—300-79-0333
Note—95p.; Photographs may be minimally reproducible
Pub Type— Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Change Strategies, *Futures (of Society), Planning, Public Policy, *Urban Problems, *Urban Schools
Identifiers—*National PTA Urban Education Project

The Urban Education Project was implemented to help the National PTA realize its historical commitment to reversing the deterioration of human life in urban centers, especially in schools, and to emphasizing the actual and potential strengths of diverse publics collaborating in dealing with urban problems. Six hearings were held to identify and select crucial concerns of urban areas, to examine effective solutions, and to develop new problem-solving strategies. Results of these hearings are described in this report, as are criteria for site and testifier selection and methodology and procedures used to collect and interpret data. The hearing cases are presented with information about problems, solutions and resources. A cross-site analysis of problems, solutions, and resources is presented and future actions are discussed. Tables of data are included. (Author/MK)

1659 ED 183 864

Project S.P.I.C.E. Special Partnership in Career Education. Guide to Program Implementation.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—47p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Guides, Junior High Schools, *Mild Mental Retardation, Program Descriptions, Program Development
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This guide describes methods by which an educator can establish a program of career awareness for the educable mentally handicapped student using project SPICE (Special Partnership in Career Education) modules. The first of two sections provides an overview of the SPICE program. Specific topics included are peer facilitation, community career consultants, career-oriented on-site experiences classroom instruction, student project, program objectives, and program participants. Section 2 focuses on program implementation and includes the following subsections: (1) Where Do You Begin?, (2) How Do You Get Administrative Permission to Start Your Program?, (3) How Do You Incorporate Career Education into Your Existing Curriculum?, (4) ow Do You Establish Peer Interaction?, (5) How Do You Secure Community Consultants?, (6) How Do You Arrange On-Site Visits?, (7) Check the Policy in Your District about Transporting Students! (8) How Do You Secure Parental Participation?, and (9) How Do You Involve All the Students? Appended material includes a community career consultant letter and survey, confirmation letters, a brief description of career education, a list of typical student questions, a letter of appreciation, a certificate of appreciation, student thank-you letter formats, and parent letter and permission forms. (LRA)

1660 ED 183 865

Project S.P.I.C.E. Special Partnership in Career Education. Career/Educational Awareness. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—27p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This third in a series of six teaching modules on career/educational awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for one unit of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

1661 ED 183 866

Project S.P.I.C.E. Special Partnership in Career Education. Attitudes and Appreciations. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—40p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affective Behavior, *Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Student Attitudes, Teaching Guides, *Work Attitudes
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This second in a series of six teaching modules on attitudes and appreciations is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learing activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

1662 ED 183 867

Project S.P.I.C.E. Special Partnership in Career Education. Employability Skills. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—39p.; For related documents see CE 024 445-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, *Job Skills, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This sixth in a series of six teaching modules on employability skills is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

1663 ED 183 868

Project S.P.I.C.E. Special Partnership in Career Education. Decision Making/Beginning Competency. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—38p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Decision Making, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This fourth in a series of six teaching modules on decision making/beginning competency is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

1664 ED 183 869

Project S.P.I.C.E. Special Partnership in Career Education. Economic Awareness. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—53p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Economics Education, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This fifth in a series of six modules on economic awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for seven units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

1665 ED 183 870

Project S.P.I.C.E. Special Partnership in Career Education. Final Report.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—196p.; Not available in paper copy due to light and broken type. For related documents see CE 024 443-449, ED 163 226, and ED 167 775.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Education, *Career Exploration, Curriculum Development, Educational Research, *Fused Curriculum, Junior High Schools, *Mild Mental Retardation, Program Descriptions, *Program Evaluation
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

The purpose of the Special Partnership in Career Education (SPICE) project was to design a practical, replicable, transportable career exploration curriculum for junior high-aged educable mentally handicapped students. Six career education modules and a guide for integrating career education into an existing curriculum were developed. The six career education modules are (1) Self Awareness, (2) Attitudes and Appreciations, (3) Career/Educational Awareness and Exploration, (4) Decision Making/Beginning Competency, (5) Economic Awareness, and (6) Employability Skills. Students participating in the SPICE program went on site visits to work settings in the community, heard guest speakers discuss their careers, and met with the project staff in large and small groups to discuss career opportunities and requirements. Among the findings of summative and formative evaluation procedures was that the project succeeded in achieving twelve of the fifteen stated objectives. Overall, it was found that the SPICE program was more effective with the handicapped students than the non-handicapped group. (Appended material includes a list of subordinate objectives, project newsletters, and articles related to the project.) (LRA)

1666 ED 183 873
ASCEND: A Systematic Career Education Network for Dissemination. Final Report.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Grant—G0077C0105
Note—98p.; Some small, light type in the appendixes will not reproduce well. For related documents see ED 132 284 and ED 138 786.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Audiovisual Aids, *Career Education, *Communications, *Community Resources, Delivery Systems, *Information Dissemination, Information Needs, Information Sources, Media Selection, Needs Assessment, *Program Development, *Program Implementation, *Resource Materials, School Community Relationship, Secondary Education, Surveys
Identifiers—Center for Career and Occupational Education NY, Education Amendments 1974, New York (New York), Project ASCEND

Project ASCEND (A Systematic Career Education Network for Dissemination) of the Center for Career and Occupational Education (CCOE) in New York City developed (1) a sustained communication network in career education and (2) a kit for the dissemination of career education concepts, strategies, and materials into this network. Surveys of the participating schools and key agencies within and outside CCOE provided information concerning the resources and materials needed to develop and implement career education programs as well as the materials and services that could be provided. Survey results were incorporated into an ASCEND kit in the form of a carrying carton containing five self-contained modules, which formed the core of the kit: Improving Basic Skills through Career Education, Improving Personnel and Decision Making Skills, Using Community Resources in Career Education, Implementing Career Education Staff Development, and Planning for Career Education. Each contained three folders providing an orientation to the topic, specific implementation strategies and selected program references, and relevant resources available from CCOE and other agencies. Materials provided included sample lesson plans, posters, flyers on various programs, resource guides, manuals, five filmstrips with cassettes, and an overview booklet. (Some project materials are appended.) (YLB)

1667 ED 183 941
Rumble, Richard R.
A Vocational Education Research Program in the Portland Public School District. Final Report.
Portland Public Schools, Oreg.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.—498AH70234
Pub Date—Apr 79
Grant—G007702245
Note—54p.; Appendix M removed due to marginal legibility. For related documents see CE 024 665 and ED 162 475-479.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, *Educational Planning, Feasibility Studies, High Schools, *High School Students, *Individualized Instruction, *Mainstreaming, Program Implementation, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Oregon (Portland)

A project was conducted to improve the capacity of the Portland (Oregon) School District to fully implement individualized vocational education programs for the handicapped. Four high schools participated in the project, which involved the following activities: assessing current capabilities of the schools involved; conceptualizing and articulating collaborative planning sequences and data-based decision-making among various organizational elements within the district; developing comprehensive guidelines, operational procedures, and realistic methodologies for phasing in and implementing individualized vocational education programs; and identifying, summarizing, and disseminating materials and processes, and results related to the project. It was determined that the district has the capability to mainstream the handicapped with concurrent support services. Several publications on guidelines for mainstreaming handicapped students into vocational programs were produced. Some of the conclusions were (1) staff development is vitally necessary and effective; (2) individualized education programs need improvement in quality with more vocational educators involved; (3) procedures for identifying handicapped students are inadequate; (4) testing procedures are good but need to be made more available; and (5) more coordination, placement, followup, and staff development are needed. (Author/BM)

1668 ED 183 942
Rumble, Richard R.
Mainstreaming Handicapped Students. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools. A Research Project in Vocational Education in the Portland Public Schools.
Portland Public Schools, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[Apr 79]
Note—181p.; Some pages with small, light type will not reproduce well. For related documents see CE 024 664 and ED 162 475-479.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administrator Guides, *Disabilities, Educational Planning, *Guidelines, High Schools, *High School Students, Individualized Instruction, *Mainstreaming, *Program Implementation, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Oregon (Portland)

This guide addresses steps that must be taken at various administrative levels and at the course or program level in order to successfully implement P.L. 94-142 (see CE 024 664). The guidelines, called action steps, are organized and discussed in the following categories: central administrative action; area administrative action; building level action; and course or program level action. A chart is provided giving a brief description of all the steps to be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. An annotated bibliography is also included. Several materials are appended, including Portland Public Schools Policies and Procedures regarding programs in special education; related process forms and planning formats; program outlines; and survey results and other supporting data. (BM)

1669 ED 184 220
Pupil Progression Plan: Requirements and Procedures.
Duval County Schools, Jacksonville, Fla.
Pub Date—Aug 79
Note—60p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, *Board of Education Policy, *Competency Based Education, Curriculum, Elementary Secondary Education, Exceptional Persons, *Graduation Requirements, State Legislation, *Student Promotion, Transfer Policy, Vocational Education

Florida's Educational Accountability Act of 1976 requires that each school district in the state establish a comprehensive program for pupil progression. The Duval County plan establishes procedures to be followed in matters of promotion, retention or special assignment, and graduation. The plan also outlines promotion and placement within exceptional student education programs. (MLF)

1670 ED 184 272
Connett, Jane Swanson, Monty
A Guide for Implementing Project DEEP (Diversified Educational Experiences Program). Administrator's Guide.
Wichita Public Schools, Kans.
Pub Date—Jan 79
Note—37p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Guides, Behavior Problems, *Classroom Techniques, *Gifted, *Inservice Teacher Education, *Nontraditional Education, *Potential Dropouts, Secondary Education
Identifiers—*Diversified Educational Experiences Program

The guide is designed to provide the building level administrator a step by step model for implementing Project DEEP's (Diversified Educational Experiences Program) alternative classroom management system for secondary academic classrooms with disaffected (attendance problems, discipline problems, potential dropouts), average, and gifted and creative students. Material is arranged in a developmental format, answering questions as the administrator progresses through the process of identifying the program; matching needs with program; involving other educators; selecting teachers; building the team; training staff; communicating with parents and community; and installing, managing, and evaluating the program. It is explained that Project DEEP is student centered and project oriented with students in DEEP classrooms identifying needs, formulating objectives, developing tasks based upon these objectives, presenting group projects based on fulfillment of objectives, receiving teacher debriefing following the project, and participating in their own evaluations. The document includes attitudinal assessment and curriculum objectives checklists, a DEEP training schedule, a list of suggested materials, and sample forms. (SBH)

1671 ED 184 942
Alexandria Is...
Alexandria City Schools, Va.
Pub Date—80
Note—136p.; Not available from EDRS in paper copy due to colored ink of original.
Available from—Alexandria City Public Schools, 3801 Braddock Road, Alexandria, VA 22302 ($5.00, single copies)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Area Studies, City Government, Colonial History (United States), Community, Community Services, Elementary Education, Grade 3, *Learning Activities, Local History, *Municipalities, Physical Geography, *Social Studies, Units of Study, Weather
Identifiers—*Virginia (Alexandria)

This student workbook offers a third grade social studies program about the geography, history, and contemporary life of Alexandria, Virginia. It is divided into eight chapters, which present background information and learning activities. Chapter

I places Alexandria in the county, state, United States, western hemisphere, and world through various map activities. Chapter II discusses the weather and climate of Alexandria. Chapter III focuses on Alexandria's history, particularly that of the colonial period. Chapter IV discusses old, new, and changing neighborhoods. City government, laws, and civic leaders are presented in Chapter V, while jobs, goods, and services are compared in Chapter VI. Chapter VII offers information and activities relating to education, recreation, and transportation. The final chapter focuses on various people, groups, and community decision making in contemporary Alexandria. Each chapter includes background information and workpages for various activities such as map exercises, comparison charts, field trips, matching exercises, listing changes, interviewing outlines, and a crossword puzzle. A glossary concludes the workbook, which defines key words and concepts underlined in the text. (CK)

1672 ED 185 132

Ames, Judith S. Bicks, Patricia

An Evaluation of Title VII Bilingual/Bicultural Program, 1977-78 School Year, Final Report.

Community School District 22, Brooklyn, N.Y.

Pub Date—Jul 78

Note—35p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Elementary Education, English (Second Language), *French, *Haitian Creole, Junior High Schools, *Multicultural Education, Parent Participation, Program Evaluation, *Spanish, Teacher Attitudes, Textbooks

Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This report is concerned with bilingual bicultural education programs in Spanish and Creole French, offered in District 22, Brooklyn, New York. Student selection, class structure, staff characteristics, and monitoring of student progress are described. Curriculum materials are listed for the following: (1) bilingual French classes in reading, math, science and social studies (grades 1-6); (2) bilingual Spanish classes in phonics, reading, science, social studies, language arts, culture and math (grades 1-9); (3) English as a Second Language classrooms (grades 1-9). Observations regarding classroom environment, student/teacher/ paraprofessional interactions, project director capability, and parent involvement are presented. Procedures by which student performance data were analyzed, as well as the results of questionnaires administered to teachers, paraprofessionals, and bilingual project staff members are discussed. Also described are relations between teachers and project staff. It is concluded that, in general, the bilingual bicultural program is excellent and that its personnel function well. Several recommendations are offered for improving staff relations, student selection, staff skill utilization, achievement evaluation, parent participation, and teacher involvement in program planning and evaluation. (GC)

1673 ED 185 184

The Fresh Start Minischool. E.S.E.A. Title IV-C, Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Jan 80

Note—43p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Dropout Prevention, Dropout Rate, *High Risk Students, High Schools, *Individualized Instruction, Learning Motivation, Low Achievement, *Mastery Learning, *Nontraditional Education, Program Descriptions, *Program Evaluation, Self Esteem

One hundred twenty-five students found to have few areas of skill mastery were selected to form the Fresh Start Minischool (FSMS). The Fresh Start approach was characterized by individualized instruction in four academic areas (Social Studies, English, Mathematics, and Science). Students proceeded at their own pace and acquired skills according to a sequence of learning tasks. Teachers emphasized a no fail philosophy and focused on student self esteem and motivation. Teachers also participated in staff development workshops. Findings of the program's evaluation indicated: (1) students made significant gains in reading and math as a result of the FSMS program; (2) teachers were consistent in their implementation of the program; (3) FSMS students stayed in school; and (4) participants' attitudes toward themselves and the program were positive. Tables of data are included and sample program forms are appended. (Author/MK)

1674 ED 185 186

Teaching and Learning Models for Mathematics and Reading. E.S.E.A. Title IV-C, Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Jan 80

Note—50p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, *Individualized Instruction, Inservice Teacher Education, Low Achievement, *Mathematics, Parent Attitudes, Parent Participation, *Program Evaluation, *Reading, Semantic Differential, *Student Attitudes, Teacher Evaluation

Identifiers—District of Columbia Public Schools, *Elementary Secondary Education Act Title IV C

Approximately 400 students in grades six through nine, many of whom were low achievers, participated in the Teaching and Learning program. The program was based on commercially developed curricula and implemented using principles of individualized instruction. Instruction was characterized by diagnosis and assessment, sequenced objectives, criterion referenced tests and continuous record keeping. Teachers received in-service training on implementation of the curricula. Parents were offered training in helping with their children's homework. The goal of the program was to increase achievement levels and positive attitudes toward reading and mathematics. The following conclusions were drawn from the evaluation: (1) math and reading gains were made by participating students; (2) students' attitudes measured by the semantic differential did not significantly change, but were thought to be good at the outset of the program; (3) teachers participated in activities to increase their competence in managing multi-level instruction; (4) teachers perceived their competence as improved; (5) parental involvement could not be measured although those who participated in homework workshops felt the training benefitted their children. Tables of data and evaluation instruments are appended. (Author/MK)

1675 ED 185 422

Rawlings, Lyngrid S. Davison, Jean B.

Program Design for External High School Diploma Program.

District of Columbia Public Schools, Washington, D.C.

Pub Date—[80]

Note—55p.; Charts may not reproduce well due to small, light type.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement, Adult Education, *Competence, Educational Certificates, Experience, *Experiential Learning, *Graduation Requirements, *High School Equivalency Programs, Informal Assessment, Lifelong Learning, *Nontraditional Education, Portfolios (Background Materials), Program Descriptions, *Program Design, Urban Areas

Identifiers—District of Columbia

Designed to provide mature adults in an urban setting with an alternative to the high school diploma, the External High School Diploma Program of the District of Columbia is a systematic assessment of an individual's demonstrated competencies in the four generalized life skills areas of health, social/political, consumer/producer, and career assessment/occupational knowledge; the program also provides for assessment of demonstrated competencies in one of the individualized areas of occupational/vocational, advanced academic, or advanced specialized. The five steps in the program are orientation, diagnosis, assessment, evaluation, and recommendation for approval. During the assessment phase, the most important step, the candidates (1) develop a portfolio containing all data on and by them which will be the equivalent of a high school transcript after graduation and (2) earn 100 points in each of the four life skills areas by demonstrating specified competencies and in one of the individualized competencies areas. Evaluation in the occupational/vocational area includes employer testimony, job performance, or documentation. Designed for clients hoping to pursue postsecondary studies, the advanced academic category involved application to a college. All other individuals are included in the advanced specialized category. (Appendixes include lists of generalized life skills and individualized competencies and sample assessment tasks and achievement records.) (YLB)

1676 ED 186 237

Shafer, Janet L., Ed.

Magnet School Planning Project: Science and Technology Magnet School.

Dallas Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—352p.

Available from—Dallas Independent School District, 3700 Ross Ave., Dallas, TX 75204 (no price quoted).

Pub Type— Reports - Evaluative (142) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Curriculum Development, Educational Facilities, *Educational Planning, Educational Research, *Evaluation Methods, Flow Charts, *Magnet Schools, *Models, Needs Assessment, Nontraditional Education, School Buildings, Science Education, Secondary Education, *Secondary School Science, Technology

This report presents a replicable model for developing a magnet school based on the planning of the Dallas Independent School District's Science and Technology Magnet High School. The model is based on Malcolm Provus' process called "Discrepancy Evaluation," designed as a guide for public school programs to describe the discrepancy between expectation and performance. The model contains four levels with each level more detailed than the previous one. At each level there are four components: the network, the input-process-output, the activity schedule, and the flow chart. The remainder of the report presents a description of the history of magnet schools, visitation reports, the educational specifications, consultant reports, and an annotated bibliography. (SA)

1677 ED 186 497

Fleming, Margaret, Ed. And Others

Proposed Plan for Magnet Schools–Cleveland Public Schools. Section II, Cleveland Center for Fundamental Education.

Cleveland Board of Education, Ohio.

Pub Date—29 Jun 79

Note—38p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891 and UD 019 893-896. Appendices and attachments have been deleted due to reproducibility factors.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, *Conventional Instruction, Curriculum, Discipline Policy, Elementary Secondary Education, *Magnet Schools, Parent Participation, *Program Development, Program Proposals, *School Desegregation, Staff Development, Student Evaluation, Teaching Methods

Identifiers—*Ohio (Cleveland)

This proposed magnet school program is intended to provide a fundamental education to Cleveland students at both the elementary and secondary levels. Basic elements of the program's first semester operations are used to illustrate plans for an expanded program. A detailed description of the program covers staffing, staff development, curriculum, instructional methodology, teaching/learning styles, pupil assessment, support activities, extra- and co-curricular activities, and parent and advisory committee involvement. A schedule of implementation and a sequence of evaluation activities are included. (EB)

1678 ED 186 498

Fleming, Margaret, Ed. And Others

Proposed Plan for Magnet Schools–Cleveland Public Schools. Section II, Center for Individualized Learning.

Cleveland Board of Education, Ohio.

Pub Date—29 Jun 79

Note—41p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891-892 and UD 019 894-896. Attachments have been deleted due to reproducibility factors.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum, Educational Opportunities, Elementary Secondary Education, *Individualized Instruction, *Magnet Schools, Parent Participation, *Program Development, Program Proposals, Racial Integration, *School Desegregation, Student Evaluation, Student Needs

Identifiers—*Ohio (Cleveland)

This proposed magnet school program for individualized learning is intended to promote desegregation and provide improved educational opportunties for students from diverse ethnic/racial backgrounds in Cleveland. A detailed description of the program's curriculum covers subject content, learning objectives, instructional strategies, anticipated staff duties and requirements, staff development plans, learner characteristics, class schedules, and pupil assessment procedures. Support services that will be offered and the potential role of parents and advisory committees in the program are also described. A schedule of program implementation and a bibliography are included. (EB)

1679 ED 186 552

Frye, Thomas M. And Others

1979 Evaluation Report–Title I.

Community School District 23, Brooklyn, N.Y.

Pub Date—Jul 79

Note—51p.; Not available in paper copy due to light, broken print.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compensatory Education, Compliance (Legal), *Early Childhood Education, Educationally Disadvantaged, Elementary Education, *English (Second Language), Federal Programs, Junior High Schools, *Parent Participation, Program Descriptions, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers—*Elementary Secondary Education Act Title I, New York (Brooklyn)

This document evaluates a five component title I program supported by Community School District 23, Brooklyn, New York. The five components were (1) Mathematics Program for third through eighth graders; (2) Reading Laboratories Program for third through eighth graders; (3) Early Childhood Program for Kindergarten through second graders; (4) English as a Second Language Learning Centers for bilingual first through eighth graders; and (5) Parent Involvement Program designed to service parents of Title I students. Each program was evaluated through interviews and classroom observations to determine if funding guidelines were met. All components were found to be functioning according to guidelines, and recommendations were made for program recycling. Data collection instruments are included. (MK)

1680 ED 186 614

Strengthening Education's Participation in the Work-Education Consortium Project. Final Report.

Portland School District No. 1, Oreg.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 78

Contract—300-77-0425

Note—90p.; Parts of the evaluation report will not reproduce well due to light and broken type. For related documents see ED 132 284 and ED 138 786.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Education, Community Resources, Cooperative Programs, Elementary Secondary Education, Human Resources, *Program Effectiveness, *School Community Relationship, Staff Development, *Teacher Workshops, Work Experience Programs

Identifiers—Education Amendments 1974, Oregon (Portland)

A brief program description, recommendations to the sponsor, and an evaluation report are presented for a 6-day summer workshop to train public school teachers and administrators (K-12) to use community resource people in career awareness and exploration programs. Activities reported include large- and small-group training sessions, community site visits, and interaction between the 50 participants (teachers and administrators from three school districts) and members of the Greater Portland Work-Education Council. Recommendations are presented concerning three topics: U.S. Office of Career Education initiatives, collaboration in career education, and local collaborative efforts. The evaluation report describes procedures and results of a three-part assessment: (1) pre- post-test comparison of workshop participants (46) and comparison group teachers (2); observation of workshop activities of 10 randomly selected participants; and (3) interviews with representatives from the six agencies and organizations involved in the project. Conclusions reported include the following: participant teachers gained in self-confidence and knowledge of Portland's resources and were superior to comparison teachers in skills for preparing students and community resource persons to produce a successful instructional situation; participant administrators strengthened relationships with key community groups; cooperation between the six collaborating groups was responsible for the project's positive conclusion. Questionnaires and interview forms are appended. (JT)

1681 ED 186 674

Barnes, Keith D.

The Appraisal of School Guidance and Counseling Services in the Urban Schools.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—49p.; For related documents see CE 024 197-199.

Pub Type— Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, Career Education, Consultation Programs, Counseling Services, Counselors, Educational Philosophy, *Evaluation Criteria, Facilities, Financial Support, Guidance Objectives, Guidance Personnel, *Guidance Programs, Information Services, Organizational Effectiveness, Personnel Evaluation, Program Development, *Program Effectiveness, Program Evaluation, Referral, School Counseling, *School Guidance, Secondary Education, *Self Evaluation (Groups), Student Placement, Urban Schools

This resource booklet contains an operational appraisal instrument for use in evaluating the program effectiveness of secondary school guidance and counseling activities. It first presents criteria for exemplary guidance programs, which form the basis for the evaluation. Program areas appraised by this instrument include philosophy and objectives, guidance staff (professional, related professional, counselor-support, and clerical personnel), program (responsibilities, appraisal services, personal-social and educational-occupational information services, consultative and referral services, orientation and educational placement, counseling services, program development), facilities and provisions, and financial support. A scoring and weighing sheet is provided. Users obtain a quantitative measurement of a guidance and counseling program's strengths and identify areas in need of improvement. (The study that developed this document is reported in CE 024 197.) (YLB)

1682 ED 186 675

Barnes, Keith D.

The State of Urban School Guidance and Counseling in the Major School Districts of America.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—228p.; For related documents see CE 025 196 and CE 025 198-199.

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Counseling, Career Education, *Career Guidance, Community Influence, Delivery Systems, Environmental Influences, Family Influence, Guidance Programs, National Surveys, Program Improvement, Public Schools, *Pupil Personnel Services, School Community Relationship, School Counseling, *School Guidance, Secondary Education, *State of the Art Reviews, Urban Areas, *Urban Schools, Urban Youth

Identifiers—United States

A comprehensive analysis of the state of school guidance and counseling emphasizing career guidance and counseling involved a literature search, compilation of current educational statistical data, a national survey of large city career counseling services, visitations and direct communication with school guidance personnel, and interviews with leaders in the field. Factors in the home, school, and community which influence urban youth were identified. Reform of past practices emphasizing special needs and college-attendance-related job functions was recommended to respond to the varied services demanded from and limited funds available to counselors today. Although they are sound, existing models for delivery of career counseling were considered dependent on accurate student needs and self-understanding information. An alternate method incorporating community involvement was suggested. A survey of the 112 largest public school systems produced information indicating that career guidance and counseling services in urban schools (1) are not properly funded; (2) lack adequate supplies, resources, and personnel; (3) need to develop models to improve services; (4) need to establish operational professional roles and function statements; (5) are facing pressure to add more duties despite staff shortages; (6) require more intensive inservice training and skill development experiences; and (7) must improve their communication skills with school staff and the community. (The survey instrument is appended. See Note for needs assessment, operations evaluation instruments, and model and delivery system.) (YLB)

1683 ED 186 676

Barnes, Keith D.

A Model for Urban School Career Counseling Services.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—27p.; For related documents see CE 025 196-197 and CE 025 199.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Counseling, *Career Guidance, *Community Resources, Cooperation, Counseling Services, Counselor Role, Delivery Systems, Facilities, Financial Support, Guidance Personnel, Guidance Programs, Models, Parent School Relationship, *Program Design, *Program Development, Program Evaluation, *Program Implementation, School Community Relationship, Urban Areas, *Urban Schools

This aggregation model for urban school career counseling services presents a systematic alternative to those career guidance and counseling strategies presently in place in urban schools. Its purpose is to facilitate collaborative efforts by school staff, parents, students, and the community in building career guidance and counseling sevices based in the school yet drawing upon the rich human and material resources of the urban area. The career counseling model, presented in both graphic and narrative forms, involves four stages (47 components): planning (13), design (19), implementation (9), and evalaution (6). The narrative section defines the components and describes the role which personnel, financial resources, facilities, and other support systems play in the career counseling process. The establishment of an aggregation of career counseling sponsors, including the local school district, state education department, counselor education institution, and professional organizations is required to implement this model. (The study which developed this document is reported in CE 025 197.) (YLB)

1684 ED 186 796

Gibson, Jessie M. Jones, Yvonne

A Social Skills Guide for Parents to Help Children Cope.

Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—79

Note—83p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Black Culture, Child Development, *Child Rearing, Elementary Secondary Education, Home Study, *Interpersonal Competence, *Parent Child Relationship, *Parent Responsibility, Parents, *Skill Development, Training Methods

This booklet is designed to assist parents help their children "get along" with others, and is based on the premise that the ability to relate well to others is essential to good mental health and success in the home, in the classroom, and on the job. The materials focus on the following topics: (1) the use of role play, questioning and responding activities for basic social skill development, including how to receive and give criticism, compliments and apologies; (2) strategies for sensitizing children to their feelings as well as the feelings and behaviors of those with whom they come in contact; and (3) techniques for developing children's sense of self worth and responsibility for their actions, and suggestions for coping with the actions of others. Two "feeling" words which are common expressions in Black idiomatic speech, "having an attitude" and "evil," are included as one way to help Black users of the booklet better understand their children. (Author)

1685 ED 187 456

Figgures, Cleo

Evaluation of Staff Development in Early Childhood Programs, 1978-1979. Report Number 8026.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Apr 80

Note—37p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitudes, *Early Childhood Education, Program Evaluation, Questionnaires, *Staff Development, *Supervisors, Teacher Aides, *Teachers, *Teaching Assistants

Identifiers—*Pennsylvania (Philadelphia)

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across seven early childhood education programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers, and aides in the spring of 1979. Total responses from all programs indicated that most teachers felt that staff development activities helped them do a better job in the classroom. Most supervisors across programs indicated that they spent the greatest amount of time giving suggestions about the use of curriculum materials. Staff across all programs indicated that they were satisfied with all supervisory services and agreed that creative arts and learning disabilities were the most important subject areas for future staff development programs. (Author/MP)

1686 ED 187 789

Silverman, Dorothy Bank, Stanley

Title I. Final Evaluation Report, Summer 1979.

Community School District 8, Bronx, N.Y.

Pub Date—[79]

Note—56p.; Not available in paper copy due to smudged print.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compensatory Education, Elementary Secondary Education, *Parent Participation, *Program Effectiveness, Program Evaluation, Remedial Mathematics, *Remedial Programs, *Remedial Reading, *Summer Programs, Writing Instruction

Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Bronx)

This document presents evaluations of summer Title I and Impact Aid reading, writing, and mathematics programs and their Parental Involvement component. The Title I and Impact Aid programs are briefly described as are the evaluation procedures, program activities, program materials, interviews with staff members, process evaluation findings, and recommendations. Quantitative evaluation was accomplished by a pre/posttest design utilizing the Stanford Diagnostic Reading Test. These findings are presented separately. The Parental Involvement Component evaluation includes information on background, procedure, findings, observations, and recommendations. Programs were found to be functioning well and recycling was recommended in all cases. Quantitatively, 47.8% of participating students made gains in reading while 33.6% maintained their initial levels. Test results for the remaining students indicated losses in achievement. (MK)

1687 ED 187 879

Grisafe, John P.

Occupational Assessment Handbook.

Riverside County Superintendent of Schools, Calif.

Pub Date—[79]

Note—73p.; Some pages with light and broken type will not reproduce well.

Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Ability, *Ability Identification, Adult Education, Aptitude Tests, Career Education, Disabilities, Elementary Secondary Education, Interest Inventories, Job Skills, *Occupational Tests, Predictive Measurement, *Program Development, Program Implementation, Scoring, Testing, Test Interpretation, *Vocational Aptitude, *Vocational Interests, Work Sample Tests

Identifiers—Work Evaluation

This handbook contains suggested guidelines for planning and implementing an occupational assessment program and an overview of fifty-one occupational assessment instruments. The guidelines cover these topics: instrument selection and use, administration, scoring, and interpretation. Each of these reviews of occupational interest and ability assessment instruments contain the following information in a one-page format: reference number, title, copyright, vendor, type/use of instrument, target populations, instrument format, scoring, interpretive format, reading level, administrative time, and space for notes. For quick reference, a chart identifying the major factors of the reviews–type, target population, scoring, reading level, and administrative time–and a list of the vendors are included at the back of the document. (YLB)

1688 ED 188 043

Wheeler, Linda Finley, Mary Jane

The Dropout Problem. Phoenix Union High School District No. 210. Special Report.

Phoenix Union High School District, Ariz.

Pub Date—80

Note—94p.

Available from—Phoenix Union High School District, Number 210, Research Services, 2526 West Osborn Road, Phoenix, AZ 85107

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Planning, *Dropout Characteristics, Dropout Research, Dropouts, *Educational Opportunities, *Employer Attitudes, *Employment Potential, *Environmental Influences, High School Students, Research Projects, Secondary Education, *Student School Relationship, Surveys

Identifiers—*Phoenix Union High School District AZ

In an effort to decrease the dropout rate, the Phoenix Union High School District investigated the dropout problem to identify background factors, school/training and job opportunities, and student experiences and opinions. Other local school districts were surveyed by telephone to determine their dropout rates and programs. Representatives of career schools, employment agencies, labor unions, public service agencies, branches of the armed services, and industry and business were contacted to obtain information on entrance requirements, employment policies, or eligibility requirements. Student dropouts were also surveyed by telephone or mail questionnaires to ascertain why they dropped out and, for those who eventually returned, why they chose to do so. Results indicated that: (1) residential patterns, school finances, and support from parents, peers, and the community affect the dropout rate; (2) few educational or job opportunities exist for dropouts because they lack basic skills, preserverance, and good work habits; and (3) the majority of dropouts are students who have been "turned off" by schools, teachers, and programs. (Although geographically specific, this research project provides an adaptable model for readers interested in conducting dropout research.) (HLM)

1689 ED 188 386

Sawicki, Donna

Family Treatment Unit.

Saint Louis County Juvenile Court, Mo.

Pub Date—80

Note—70p.; The report was funded through the Missouri Council on Criminal Justice.

Available from—St. Louis County Juvenile Court, 501 S. Brentwood Ave., Clayton, MO 63105 ($5.00)

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Delinquency, Demonstration Programs, *Family Counseling, *Family Programs, Inservice Education, *Juvenile Courts, Parent Education, Program Descriptions, Program Effectiveness

Identifiers—*Family Treatment Unit, *Status Offenders

The document describes the Family Treatment Unit, a demonstration program to provide a variety of family treatment services to status offenders (1[illegible] to 17 years old) and their families. The goals of the program are: (1) to provide family serv[illegible] to families of status offenders; (2) t[illegible]intain status offenders in their natural homes by strengthening the family system; (3) to reduce the rate of referral to the court; (4) to provide training to actual and potential foster parents, and (5) to enhance knowledge of family therapy among the court's juvenile justice staff. Three levels of service are provided–consultation and training to juvenile court personnel, assessment and skills development training of new foster parents, and family therapy of either a relatively brief, intensive nature or an ongoing weekly sort. Evaluation data indicate that the unit has been successful in meeting its major objectives. Among appendixes are sample referral forms, evaluation instruments and examples of family assessment statements. (SBH)

1690 ED 188 773
Figgures, Cleo
Evaluation of the Get Set Day Care Program, 1978-1979.
Spons Agency—Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Apr 80
Note—52p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Ancillary School Services, *Child Development, Comparative Analysis, *Day Care, Early Childhood Education, *Parent Participation, *Program Evaluation, *Staff Development, Summative Evaluation, Tables (Data)
Identifiers—*Get Set Program, Pennsylvania (Philadelphia)

This study reports results of an evaluation of the developmental, parent involvement, staff development, and supportive services components of the Get Set Day Care Program in Philadelphia. During 1978-1979, the program provided day care and educational services to approximately 4,100 children in 70 sites. Developmental Behavior Checklist (DBC) data revealed that the Get Set Day Care Program participant's mastery of gross motor, fine motor manipulation, fine motor draw/write, social interaction/rapport, social responsibility-self help, cognitive and language skills was equal to that of all six Philadelphia School District Pre-Kindergarten programs combined. The developmental emphasis seen most frequently was social interaction. The major adult role observed was that of direct teaching. The majority of the staff had attended one or more workshops during the year, and also were generally satisfied with services provided by supervisors. The Creative Arts, as a topic for staff development, were agreed upon as having helped in classroom effectiveness and were preferred as a topic for future staff development. Parent involvement data revealed that an increase in volunteer hours contributed to the program. Supportive services, in the form of health, psychological and social services were, in general, provided in consistent fashion. Evaluation data are summarized in five appendices. (Author/RH)

1691 ED 188 774
Carter, Herman
Early Childhood Programs, Mental Health Services 1978-1979. Report No. 8054.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Mar 80
Note—18p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Early Childhood Education, *Mental Health Programs, Program Descriptions, Program Evaluation, *Psychological Services
Identifiers—Follow Through, Get Set Program, Pennsylvania (Philadelphia), Project Head Start

This 1978-1979 Mental Health Services report focuses on the types and quantities of mental health services provided to children in four Early Childhood Programs in Philadelphia: Get Set Day Care, Prekindergarten Head Start, Follow Through and Follow Through Expansion. Mental health services were provided by the Psychologists and Psychological assistants in Get Set Day Care, Mental Health specialists in Prekindergarten Head Start, and Mental Health Consultants in the Follow Through program. Data were obtained from a reporting form and from the contracted agencies' monthly or annual report(s) and invoice statements. Across the four programs, a total of 1419 children were seen by the mental health workers. Of these, 1149 (81%) received additional services. The most frequently identified impairments associated with program children were speech impairments, emotional problems, and developmental delays. Mental health workers provided direct services in the form of classroom observations, counseling or therapy sessions with children, and diagnostic treatment consultations with parents, staff and other program personnel. Services were most frequently provided, in order of frequency, to staff and other program personnel, children, and parents respectively. Indirect services consisted of conducting staff development sessions, making referrals and attending faculty or planning meetings. Across the four programs, the major emphasis in indirect services was on attending faculty or planning meetings. (Author)

1692 ED 188 781
Young, Patricia B.
Parent Cooperative Nursery, 1978-1979. Report Number 8041.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Apr 80
Note—33p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement, Child Development, Evaluation, Evaluation Criteria, *Nursery Schools, *Parent Participation, *Parent School Relationship, *Preschool Children, *Staff Development, Tables (Data)
Identifiers—*Parent Cooperative Nursery Program, Pennsylvania (Philadelphia)

This document presents 1978-1979 evaluation data for three components (developmental/educational, parent involvement, and staff development) of the Parent Cooperative Nursery Program (PCN). The developmental/educational component consists of classroom practices, child developmental status, and achievement of program graduates. Classroom activities are divided between free play (70%) and structured activities (30%). Social-interaction rapport activities, which occurred more frequently than in most other programs, are characterized by a high level of interaction between children and adults. Achievement measures indicated that the PCN pupils in age groups two and three increased or maintained their previous year's learning, except for a slight decrease among 2-year-olds in the cognitive subsection of the instrument. Nearly all graduates scored at, or above, the norm in math, letters/sounds, and total reading when compared to other children their age. Families contributed nearly 129,000 hours to the program and 20,000 hours to workshops; parents were primarily interested in educational matters and policy planning issues at workshops. Staff development areas rated as having the highest effect on classroom performance were parent involvement, creative arts, teacher center facilities, and small group instruction. (Author/DB)

1693 ED 189 127
Goodwin, Judy
Follow Through Program (Original), 1978-1979. Report No. 8023.
Philadelphia School District, Pa. Office of Early Childhood Programs.
Pub Date—Feb 80
Note—58p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Ancillary School Services, *Compensatory Education, Elementary School Mathematics, *Parent Participation, Participant Satisfaction, Primary Education, *Program Effectiveness, Program Evaluation, Questionnaires, Reading Achievement, School Health Services, *Staff Development, Student Teacher Ratio, Teaching Models
Identifiers—California Achievement Tests, Elementary Secondary Education Act Title I, *Project Follow Through

Philadelphia's Follow Through program in 14 schools was evaluated in terms of its educational, staff development, parent involvement, health services, and social services components. Cross-sectional reading and mathematics achievement data indicated that the Follow Through participants outperformed the non-Follow Through Title I group. Quasi-longitudinal achievement data were consistent with these findings, indicating that pupils with maximum exposure to Follow Through in grades 1-3 outperformed Title I non-Follow Through pupils, regardless of preschool experience. Classroom observation data indicated different behaviors were present in classrooms using the different Follow Through models: Bank Street, Behavior Analysis, Bilingual, Educational Development Center, Parent Implemented, and Philadelphia Process. Teachers and aides participated in staff development workshops and consultations; most felt that these activities had produced changes in the classroom. Parent involvement included fund raising, training, and providing policy and budget advice, at the approximate rate of 14.3 hours per family. Health services data showed that in fourteen schools, nine had contracts for supplemental medical services, five for dental services, and six for psychological services. All of the schools employed Parent Involvement Coordinators, who assisted almost half of the families needing social service assistance. (Staff questionnaires and data tables are included). (Author/GDC)

1694 ED 189 247
Carin, Arthur A.
E.S.E.A. Title VII Multilingual Program, S.U.B.E., AVANTI, and HABILE. Final Report, 1978-1979.
Community School District 32, Brooklyn, N.Y.
Pub Date—[79]
Note—90p.; For a related document see ED 181 118.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Bilingual Education, *Curriculum Development, *Educational Objectives, Federal Programs, French, Haitian Creole, Italian, *Parent Participation, Program Descriptions, Program Effectiveness, Program Evaluation, Spanish, *Staff Development
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

Separate evaluations of three Title VII bilingual education programs carried out in elementary and junior high schools in Brooklyn, New York, are presented in this report. The programs are S.U.B.E. (Success Under Spanish Bilingual Education); AVANTI (an approach to Italian bilingual education); and HABILE (Haitian Bilingual Education), which taught both Creole and French (as well as English) to participating students. For each program, objectives regarding instruction, curriculum, staff development, and parent involvement are described. Evaluation design and data analysis procedures are also outlined. Previous evaluation findings are reviewed and comments are offered on compliance with their recommmendations. Physical setting, materials and equipment, parent involvement, and adherence to Federal Title VII guidelines are evaluated for each of the programs. It is concluded that: (1) S.U.B.E. was a success and should be refunded in its present form; (2) AVANTI was successful, but should shift its foci to parent education regarding children's career possibilities, expanded bilingual guidance counseling, and materials development; and (3) HABILE should be refunded, but improvements in the areas of student participation, staff language usage and English competency, student instructional grouping, and curriculum development should be sought. Appended to the report are observation and evaluation forms and personal resumes of the evaluators. (GC)

1695 ED 189 248
Benedict, Annette
P.S. 332 Title VII Program, District Model for Bilingual Development. Final Evaluation Report, 1978-79.
Community School District 23, Brooklyn, N.Y.
Pub Date—[79]
Grant—G007604886
Note—20p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Parent Participation, *Program Effectiveness, Program Evaluation, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish and English dominant children in grades K-6 at Public School 332 in Brooklyn, New York. The aims of the program were to develop students' abilities to speak, read, and write English, to enable Spanish speaking children to interact with their English speaking peers, and to provide for bilingual staff development, parent and community involvement, and the development of instructional materials. In addition, goals were set for student achievement in the areas of mathematics, social studies, science, and cross cultural understanding. Staffing, instructional practices, and in-class and extracurricular activities are described in this report. Also presented are pre and post test scores, indicating achievement in reading, vocabulary, comprehension, mathematics, history, and culture for students at most grade levels. Brief recommendations are offered in the areas of classroom assignment of Spanish speaking pupils, outreach to surrounding schools, the incorporation of music and dancing into the curriculum, and the teaching of test-taking skills to participating students. (GC)

1696 ED 189 250

Annual Report to the Community, 1977-78.

Community School District 13, Brooklyn, N.Y.

Pub Date—[78]

Note—39p.; Not available in paper copy due to numerous photographs.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Objectives, Elementary Education, Junior High Schools, Program Descriptions, *School Activities, School Community Relationship, *School Districts, Urban Schools

Identifiers—*New York (Brooklyn)

This report was prepared to disseminate information to the community on the activities and goals of elementary and junior high schools of District 13 in Brooklyn, New York. A brief description of highlights of the 1977-78 school year are presented for each of the 23 schools in the district. An overview of the district for improvement in basic skills is presented as well as specific district-wide goals and objectives for the school year. A brief evaluation of a summer Reading Activity Program is also presented. (MK)

1697 ED 189 256

Benedict, Annette

Title VII-Individualized Bilingual Instructional System. Final Evaluation Report, 1978-1979.

Community School District 23, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[79]

Grant—G007804524

Note—25p.; Not available in paper copy due to light print.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Individualized Instruction, *Parent Participation, Program Effectiveness, Program Evaluation, *Spanish Speaking, *Staff Development

Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish speaking students in grades K-5 at Public School 155 (P.S. 155), Brooklyn, New York. A brief background of Title VII legislation is given. Instructional goals, staff development, parent involvement, and the development of a bilingual curriculum are listed as general objectives of the legislation. Specific objectives for the program at P.S. 155 are outlined. These include parent involvement and staff development, as well as student achievement in English and Spanish reading, mathematics, and bicultural education. Student progress is indicated by results from pre and post test scores. Other school and extracurricular activities undertaken as part of the program are also described. It is concluded that the P.S. 155 Title VII program was a general success, benefitting students, staff, and parents. Brief recommendations are offered in the areas of improved student records, expanded school activities, staff roles, and the extension of the program to a neighborhood parochial school. (GC)

1698 ED 189 361

Jefferson County Adult Reading Project. Final Report.

Jefferson County Board of Education, Louisville, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort.

Pub Date—30 Jun 80

Note—81p.; For a related document see CE 024 332.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Adult Basic Education, *Adult Reading Programs, Enrollment, Functional Reading, Illiteracy, Literacy Education, Program Descriptions, Program Evaluation, *Reading Instruction, Reading Skills, School Holding Power, *Student Recruitment

Identifiers—Kentucky (Jefferson County)

Through the 1979-80 Jefferson County Adult Reading Project, 508 students functioning at a 5.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components. Recruitment techniques used were intended to recruit students and create community awareness of the problems of adult illiteracy. Recommendations for recruitment determined by the project included stressing confidentiality of inquiries and enrollment; efforts directed through business and industry were ineffective, while television and radio should be utilized more; printed flyers should be directed at family members of non-readers; and success stories should be publicized. The basic reading program chosen for use by the teacher (three were used in the project) was not shown to have a statistically significant effect on academic gains. Instructional materials were recommended to (1) incorporate more life-coping skills, (2) center around required job reading, and (3) involve student and teacher-made materials. Through inservice programs teachers should be provided more training in individualizing instruction, appropriate use of supplementary materials, material development, counseling and goal setting, and motivational techniques. The need for personal counseling as a continuing part of the program was also recognized. (YLB)

1699 ED 189 727

Thomas, M. Donald

Shared Governance of Schools.

Pub Date—21 Jun 77

Note—12p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advisory Committees, Board Administrator Relationship, Collective Bargaining, *Conflict, *Educational Cooperation, Governance, Labor Relations, *Parent Participation, *School Administration, Superintendents, *Teacher Participation

Identifiers—Utah (Salt Lake City)

Shared decision-making can help schools keep sight of their true goals. In the educational sector the conflicts that arise in collective bargaining disputes can be destructive to the organization. Schools require more than the mere coexistence of labor and management. They require cooperation and strong, supportive relationships. To establish a genuine partnership, the superintendent should establish a cabinet including representatives of employee groups. In each school building, the principal should establish a school council to assist with school governance. In Salt Lake City (Utah), the school district has implemented such a system. Administrative agreements between the superintendent and the teachers association specify that each school establish a governance council including both parents and staff. At the district level, decisions are made by a group including the superintendent, staff members, the president and the executive director of the teachers association, the president and the executive director of the administrators association, and the staff coordinator. In addition to adjudicating local decisions, the group makes recommendations on fringe benefits and leave policies, and determines staffing patterns and the allocation of resources. In this city, shared governance has created a strong partnership with parents and teachers. (Author/JM)

1700 ED 189 758

Atkins, Janice Kaplan, Marion

Model Services for Handicapped Infants. Third Year Report No. 8039.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Feb 80

Grant—G007602066

Note—33p.; For related information, see EC 115 075.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Counseling, *Disabilities, Infants, Occupational Therapy, *Parent Education, Preschool Education, Program Effectiveness, *Program Evaluation, *Stimulation

The report discusses achievements of a preschool project offering infant stimulation, occupational therapy, and consultative and referral services to handicapped children and their families. Attainment of objectives in the areas of staff development, parent training, child services, and demonstration/-dissemination is discussed; and tables list attainment figures. More then half of the document is composed of appendixes, including a sample parent satisfaction survey, parent attitude questionnaire, and project data sheet. (CL)

1701 ED 189 879

Chinese-Mandarin Table of Simplified Chinese Characters.

Defense Language Inst., Monterey, Calif.

Pub Date—Jun 64

Note—17p.; For related documents, see FL 011 561-566 and ED 184 312-327.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940

Language—Mandarin Chinese; English

Pub Type— Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ideography, *Mandarin Chinese, Postsecondary Education, *Romanization, *Second Language Instruction, Uncommonly Taught Languages, *Written Language

The table of 545 simplified Chinese characters indicates the proper forms for general use according to the State Council of the People's Republic of China. The simplified characters are arranged according to a system that combines stroke counting and stroke order. Alongside the simplified characters are their traditional and more complex forms, together with their pronunciation in the Yale, Wade-Giles, and Pinyin romanization systems. (NCR)

1702 ED 190 505

Secondary Health Education Curriculum Guide.

Anchorage Borough School District, Alaska.

Pub Date—May 78

Note—172p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anatomy, Consumer Education, Dietetics, Drug Education, Family Relationship, Grade 8, *Health Education, Health Occupations, *Mental Health, Nutrition, Physical Development, *Physical Fitness, Safety Education, Secondary Education, Sex Education, *Social Development

This curriculum guide is designed for teaching health education to eighth graders but can be modified for use with high school students. The curriculum is divided into four units: 1) mental health, 2) physical health, 3) social health, and 4) behavior patterns. The classroom objectives in each unit are accompanied by teaching strategies and expected outcomes. A listing of community resources is appended. (CJ)

1703 ED 190 506
Everything You've Always Wanted to Know About Health Education, But Were Afraid to Ask. Level II Grades 4-6.
Anchorage Borough School District, Alaska.
Pub Date—May 77
Note—149p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Consumer Education, Drug Education, Family Relationship, *Health Education, Hygiene, Intermediate Grades, Mental Health, Nutrition, Physical Development, Physical Fitness, Safety Education, Sex Education, Social Development

This curriculum guide is designed for teaching health education to students in grades 4-6. Behavioral goals, teaching methods, learning experiences, resources, and evaluation methods are listed for the teaching of each of the eleven major concepts. A list of additional resource materials is appended. (CJ)

1704 ED 190 541
Physical Education. Key Competencies. Elementary: Grades K-9.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—13p.; For related documents, see SP 016 475 and SP 016 504-505.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, Cognitive Ability, *Competency Based Education, Elementary Education, Junior High Schools, Lifetime Sports, Physical Activities, *Physical Education, *Physical Fitness, Psychomotor Skills, Standards

This curriculum guide states physical education program standards for schools in the Philadelphia School District. The major goal of this program, designed for students from kindergarten to grade nine, is to develop desirable attitudes and practices that contribute to the maintenance of physical fitness. The "key competencies" listed in this guide are the basics of the program. (CJ)

1705 ED 190 542
Physical Education. Key Competencies. Secondary: Grades 5-12.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—17p.; For related documents, see SP 016 474 and SP 016 504-505.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, Cognitive Ability, *Competency Based Education, *Intermediate Grades, Lifetime Sports, Physical Activities, *Physical Education, Psychomotor Skills, Secondary Education, Standards

This curriculum guide states physical education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from grades 5-12, is to develop attitudes and practices that contribute to the maintenance of physical fitness. The "key competencies" listed in this guide are the program basics. (CJ)

1706 ED 190 553
Health Education. Human Growth and Development. Key Competencies. Secondary: Grades 5-12.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—20p.; For related documents, see SP 016 474-475 and SP 016 505.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, Career Awareness, *Competency Based Education, Consumer Education, Disease Control, Drug Education, Family Relationship, *Health Education, Hygiene, Individual Development, Injuries, Intermediate Grades, Mental Health, Nutrition, Physical Development, Pollution, Safety Education, Secondary Education, Sex Education, Standards

This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from grades 5-12, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this guide should be used as program basics. (CJ)

1707 ED 190 554
Health Education. Human Growth and Development. Key Competencies. Elementary: Kindergarten-Grade 9.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—20p.; For related documents, see SP 016 474-475 and SP 016 504.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, Career Awareness, *Competency Based Education, Disease Control, Drug Education, Elementary Education, Family Relationship, *Health Education, Hygiene, Individual Development, Injuries, Junior High Schools, Mental Health, Nutrition, Physical Development, Pollution, Safety Education, Sex Education, Standards

This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from kindergarten to ninth grade, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this booklet are the basics of the health education program. (CJ)

1708 ED 190 673
Figgures, Cleo
Evaluation of the Child Care Program 1978-1979. Report No. 8034.
Philadelphia School District, Pa. Office of Early Childhood Programs.
Pub Date—Feb 80
Note—32p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ancillary School Services, Basic Skills, *Child Development Centers, Cognitive Development, *Day Care, Motor Development, Parent Participation, *Preschool Children, Preschool Education, *Program Evaluation, *Social Development, Staff Development
Identifiers—*Pennsylvania (Philadelphia)

The Child Care Program was evaluated in terms of developmental activities, parent involvement, staff development, and supportive services. Results from the Developmental Behavior Checklist (DBC) indicated that the Child Care Program's performance was better than the average of the other programs in language, for all age groups. Also indicated was that Child Care's total percentage of children meeting the criteria for developmental delay (19%) corresponded to the Total School District's Prekindergarten group (19.4%). The Prekindergarten Observation Form (PKOF) results showed that the developmental emphasis of the Child Care Program appeared to be social interaction/rapport. Additional results revealed that in comparison with Total School District Prekindergarten, Child Care ranked high in gross motor and social interaction/rapport categories. Returns from the staff development survey showed more than half of the teachers and aides received workshops this year, and were satisfied with the supervisory support given. Improving the basic skills was selected by both teachers and aides as an area of priority for staff development. Parent involvement data indicated that all of the Child Care sites had specific parent groups, and that the number of volunteer hours reported represented approximately four hours per familty. Supportive services were also provided. (Author/GK)

1709 ED 190 691
Hart-Nibbrig, Nand
The Politics of School Desegregation: Los Angeles.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—11 Apr 80
Contract—NIE-P-79-0118
Note—118p.; Maps may not reproduce well.
Pub Type— Opinion Papers (120) — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Board of Education Role, City Officials, Community Role, Court Role, Desegregation Plans, Elementary Secondary Education, Government Role, Minority Group Influences, *Political Influences, *Politics, *Public Officials, *School Community Relationship, *School Desegregation
Identifiers—*California (Los Angeles)

This paper chronicles important events surrounding the desegregation of Los Angeles public schools, focusing on underlying political factors and roles of various individuals and community groups in the desegregation process. The author's principal contention is that Los Angeles schools remain segregated because powerful individuals and groups have effectively coalesced to prevent effective desegregation. First, the history of the city's school desegregation plan is reviewed and its current features described. The roles of the School Board, the Superintendent, the court system, local and State political officials (such as the mayor and city council, the governor's office, the State legislature, and the Office of the State Superintendent of Education) are discussed. The impact of a 1969 court case, Crawford vs. Los Angeles Board of Education, and its subsequent appeal on the maintenance of racial segregation in the city's schools is explained. Minority (black, Chicano, and Jewish) community leadership is also discussed in relation to desegregation politics, and the unlikelihood of a coalition between these groups is cited as weakening their already limited possibilities for bringing about desegregated schools. Finally, some of the problems and prospects of metropolitan (interdistrict) desegregation and the general political future of school desegregation in Los Angeles are considered. (GC)

1710 ED 190 696
IMPACT II: Catalog of Programs, 1979-1980.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—80
Note—116p.; Developed by the Office of Special Projects. Photographs may be marginally legible.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Art Education, Bilingual Education, Career Education, *Class Activities, *Classroom Techniques, Communication Skills, *Demonstration Programs, Elementary Secondary Education, Health Education, Library Skills, Mathematics Instruction, Science Education, Second Language Instruction, Social Studies, Special Education, *Teacher Developed Materials
Identifiers—*New York (New York)

IMPACT II is a program administered by the New York City Board of Education designed to identify, support, document, describe, and replicate successful classroom-based programs developed by teachers. During the first year of IMPACT II, approximately 100 exemplary programs were identified. This publication is a collection of profiles of these programs. The profiles document and describe each program and are organized by elementary, junior high and high school levels, with a separate section for special education. Within these categories, program profiles are ordered by subject area, including: art, bilingual education, career and occupational education, communication arts, foreign language, health education, library media, mathematics, physical education, science, and social studies. Listed at the end of each exemplary program profile are the originating teacher's name, the address and telephone number of his or her school, and the school principal's name. (Author/GC)

1711 ED 190 699

Brown, William H., Comp.

District 17 Title I ESEA, PSEN and Impact Aid Academic Improvement Programs. Final Evaluation Report, 1978-1979.

Community School District 17, Brooklyn, N.Y.

Pub Date—[79]

Note—141p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Compensatory Education, Educationally Disadvantaged, Elementary Education, English (Second Language), Junior High Schools, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Instruction, Remedial Mathematics, *Remedial Programs, Special Education

Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Brooklyn)

This report presents evaluations of the programs implemented by District 17 in Brooklyn, New York which were funded by Title I of the Elementary and Secondary Education Act and Impact Aid during the 1978-1979 school year. The following programs are discussed: (1) Upgrading Reading Grades 3-9, (2) Program for Learners of English as a Second Language, (3) Mathematics: Title I, (4) Pupils with Special Educational Needs Program: Kindergarten - Grade 2, and (5) Parental Involvement Program. Each evaluation includes a discussion of recommendations from the previous year's evaluation (if appropriate), a description of the program, the evaluation design, and conclusions and recommendations. Forms used for evaluative purposes and tables of data are included. (MK)

1712 ED 190 764

Jacobson, Thomas J.

Approaches to CETA Vocational Education Coordination at the District and State Level.

Grossmont Union High School District, Calif.

Pub Date—Aug 80

Note—34p.; Paper presented at the National Conference on CETA/Vocational Education Coordination (Tampa, FL, August 7-8, 1980).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Coordination, Educational Cooperation, Elementary Secondary Education, *Employment Programs, *Federal Aid, *Federal Programs, Financial Support, Grants, Guides, Material Development, Models, Postsecondary Education, Program Development, Program Implementation, Regional Planning, School Districts, Seminars, Statewide Planning, *Vocational Education

Identifiers—California, Comprehensive Employment and Training Act, Grossmont Union High School District CA

Both district and state-level programs have been implemented in the state of California to facilitate the coordination between CETA (Comprehensive Employment and Training Act) and vocational education. The Grossmont Union High School District established the Director of Grants and Contracts/-School Improvement position to develop an internal structure and procedures to obtain external funding. In order to compete successfully and obtain, implement, and operate CETA programs, the school district developed a district-wide structure/model for the acquisition of grants and contracts and especially programs like CETA. The major problem with participation in CETA in California concerned lack of information about what CETA was, is, and could do for local school programs. A manual, How to Successfully Fund Guidance and Training Programs Under CETA, was developed to take an individual through necessary steps in learning about CETA and how to fund a project proposal. It was used at six statewide seminars (May 1980) to provide information on CETA and to train local district personnel on how to get involved with CETA. Participants were asked to evaluate the seminar. (Appendixes, amounting to well over one-half of the paper, describe manual content and provide extensive seminar evaluation results.) (YLB)

1713 ED 190 775

Bender, Carl M. Petty, Gregory C.

Missouri Youth and CETA: A Diversity of Needs and Programs.

Spons Agency—Missouri State Div. of Manpower Planning, Jefferson City.; Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Pub Date—May 80

Note—41p.; Paper presented at the Governor's National Forum on Youth Employment (St. Louis, MO, May 22-23, 1980). Small type in the maps will not reproduce well. For a related document see CE 026 086.

Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Economic Status, Employment Opportunities, *Employment Programs, Employment Statistics, Federal Programs, *Geographic Regions, Job Training, Program Descriptions, Unemployment, Vocational Education, *Youth Employment, *Youth Programs

Identifiers—Comprehensive Employment and Training Act, *Missouri

This document contains one of two reports presented at the Governor's National Forum on Youth Employment, May 22-23, 1980. Focusing on Missouri Youth and the Comprehensive Employment and Training Act (CETA), this report is divided into five sections. Section 1 presents a geo-economic profile of Missouri by the following regions: (1) the St. Louis SMSA (Standard Metropolitan Statistical Area); (2) Kansas City SMSA; (3) Northern Missouri; (4) Southwestern Missouri; (5) Southeastern Missouri; and (6) Central Missouri. Section 2 includes statistics describing Missouri's youth unemployment perspectives; employment projections for Missouri by occupation are also given. Section 3 provides a brief history of employment and training programs, including the Manpower Development and Training Act, the Economic Opportunity Act, the Emergency Employment Act, and the Comprehensive Employment and Training Act. Descriptions of Missouri's CETA youth programs are presented in section 4. The final section summarizes the needs that must be met to help cope with and/or solve Missouri's youth employment problems. (BM)

1714 ED 190 776

Bender, Carl M. Petty, Gregory C.

Issues of Youth Employment.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Missouri State Div. of Manpower Planning, Jefferson City.

Pub Date—May 80

Note—18p.; Paper presented at the Governor's National Forum on Youth Employment (St. Louis, MO, May 22-23, 1980). Small type in the maps will not reproduce well. For a related document see CE 026 085.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Employment Opportunities, Employment Projections, Employment Statistics, *Influences, *Minority Groups, *Rural Youth, *Unemployment, *Urban Youth, *Youth Employment, Youth Problems

This document contains one of two reports presented at the Governor's National Forum on Youth Employment, May 22-23, 1980. Focusing on the issue of youth employment, this report is divided into seven sections. Section 1 discusses the high national youth unemployment rate. Section 2 describes a variety of factors pertinent to youth unemployment and the characteristics of the teenage labor force. Section 3 explains some of the causes for youth unemployment. The prognosis for the next decade is discussed in section 4. Section 5 presents the urban youth employment perspectives, while section 6 presents the rural youth employment perspectives. Finally, section 7 discusses the following conclusions: (1) the youth population of the 1980s is projected to decline; (2) the causes associated with youth unemployment are diverse and multifaceted; (3) our educational system is rigidly structured and serves as a deterent to an increasing number of young people; and (4) minority, inner city, and rural area youth are the segments of the labor force that will experience the bulk of youth unemployment during the 1980s. (BM)

1715 ED 190 780

Wheeler, Linda

Phoenix Union High School District #210. CETA Youth Employment Training Program, 1979/80.

Spons Agency—Phoenix Union High School District, Ariz.

Pub Date—80

Note—55p.; Small type in tables will not reproduce well.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Employer Attitudes, Federal Programs, Followup Studies, Graduate Surveys, High Schools, Parent Attitudes, *Participant Satisfaction, Program Attitudes, *Program Effectiveness, Program Evaluation, School Districts, Secondary Education, Student Attitudes, Teacher Attitudes, *Vocational Education, *Youth Employment, *Youth Programs

Identifiers—*CETA Youth Employment Program, Comprehensive Employment and Training Act, *Phoenix Union High School AZ

The 1979/80 Comprehensive Employment and Training Act Youth Employment Training Program in the Phoenix Union High School District was evaluated in two ways: (1) enrollment figures and participant demographics were compared to project goals; and (2) opinion surveys of participants, job-site supervisors, youth advisors, and parents of participants were conducted. Findings indicated that enrollment goals for age, sex, and ethnic distribution were met. All groups surveyed indicated that the CETA program helped participants to develop good work habits and learn new skills. Relations between participants and their supervisors were seen as productive by all concerned. Youth advisors felt that they placed their clients as closely as possible to their career interests, and participants, parents and job supervisors concurred. Students liked their jobs and expressed favorable opinions of both their job supervisors and their youth advisors. Overall, the majority of participants, job-site supervisors, and parents rated the program as excellent. The majority of youth advisors rated it as good. (Comments from each of the survey groups are appended.) (LRA)

1716 ED 190 782

Lydecker, Toni H.

Job Training and the Schools: A Community Guide to Vocational Education.

National Urban Coalition, Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Note—34p.; Photographs will not reproduce well.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Adult Vocational Education, Communication (Thought Transfer), Community Involvement, Community Organizations, Cooperative Planning, Cooperative Programs, *Coordination, *Disadvantaged, *Educational Cooperation, Employment Programs, Financial Support, *Job Training, National Programs, Program Administration, School Community Programs, *School Community Relationship, Secondary Education, State Programs, Urban Population, Urban Youth, *Vocational Education

Identifiers—Comprehensive Employment and Training Act

This guide for community-based organizations (CBOs) touches on some of the many opportunities for worthwhile collaboration between CBOs and the schools. It suggests several strategies CBOs can use to (1) increase the access of disadvantaged youth and adults to vocational programs and (2) coordinate their own employment and training efforts with those of the schools. Chapter 1 discusses structure of vocational education programs and program categories. Funding and administration of state vocational and national programs are the focus of chapter 2. Chapter 3 concerns vocational education and the Comprehensive Employment and Training Act (CETA). Meshing CETA activities with those of public education systems is also discussed. The emphasis of chapter 4 is the importance of vocational education in preparing urban youth and adults for work. Chapter 5 discusses community involvement in the schools, including the role of advisory councils, coordination of CBO and neighborhood group employment activities with the schools, and involvement of private businesses. Twelve guidelines for improving communication and coordination with the schools at the national, state, and community levels are then presented. Appendixes include a table of vocational education appropriations for fiscal year 1980, list of state directors of vocational education, and an annotated list of resources. (YLB)

1717 ED 190 793
South Burlington Vermont Career Education Project. Final Financial Status Report and Project Performance Report; Final Evaluation Report, Final Report, January 30, 1979 through June 30, 1979.
South Burlington School District, Vt.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80425
Pub Date—30 Jun 79
Grant—G0078C0034
Note—45p.; Not available in paper copy due to light type. For related documents see CE 026 227, ED 163 226, and ED 167 775.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Development, *Career Education, Community Involvement, Demonstration Programs, Educational Cooperation, Elementary Secondary Education, *Fused Curriculum, Higher Education, *Inservice Teacher Education, Interviews, Models, Parent Participation, *Parent School Relationship, Preservice Teacher Education, Program Implementation, Resource Staff, *School Business Relationship, *School Community Relationship, Teacher Attitudes, Teacher Evaluation Teacher Workshops, Vocational Maturity
Identifiers—Education Amendments 1974, South Burlington School District VT

This document contains the (1) final status report and project performance report and (2) final evaluation report of a career education project to develop a demonstration model to train school personnel to infuse career education into the curriculum. The first report outlines objectives and major activities involving parents, higher education, and the community. Activities described include workshops, introducing core teachers to career education, core teachers acting as models and resources to assist others to infuse career education, home meetings to help parents become active career education facilitators, project extension as a model for preservice training in area colleges, meetings between staff and community representatives to discuss career experiences, and development of a five-year career education plan for the South Burlington School District (Vermont). The evaluation report is organized according to project objectives with a comparison of pre and post results from interviews, instruments, and observations of core teachers and students and control groups. These results are reported: teacher attitudes and knowledge about career education significantly changed in a positive direction, a wide range of community resources were identified to facilitate career education implementation, career education seminars held in colleges caused significant change in knowledge of college students, and high school students demonstrated exceptional scores in the Career Maturity Inventory. (YLB)

1718 ED 190 796
Edwards, Roger H. Powells-Langford, Karla
Career Education Project, 1978-1979.
Saint Louis Public Schools, Mo.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—[79]
Grant—G0078C0024
Note—132p.; Some appendixes will not reproduce well due to poor type and colored paper. For related documents see ED 163 226 and ED 167 775.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrator Education, Advisory Committees, *Attitude Change, *Career Education, Community Resources, *Elementary Secondary Education, Fused Curriculum, Inservice Education, *Inservice Teacher Education, Interviews, Parent Participation, Program Development, *Program Effectiveness, Program Evaluation, *Program Improvement, School Community Relationship, Workshops
Identifiers—Education Amendments 1974, Missouri (Saint Louis), Shadowing

An internal evaluation of the St. Louis Career Education model was indicated by an external evaluation, which revealed that some ingredients were lacking in the program despite fine inservice workshops. Major objectives of the program were to provide inservice training to administrators, facilitators, and elementary and secondary teachers and to provide for classroom infusion of career education concepts in reading, math, language, science, and social studies classes. Program activities included inservice training, program development in target schools, establishment of a Career Education Community Advisory Committee, and communication and publicity. Inservice was conducted through workshops and miniconferences. Participants in the inservice workshops completed two feedback forms to evaluate attitudinal changes and the workshops. A workshop focusing on utilization of community resources was found to have met its objectives. At a "wrap-up" workshop participants responded to questions concerning program or individual schools' successes and failures. Miniconferences held at a variety of institutions to explore community resources were evaluated as effective. Principals were also interviewed by telephone. Student activities included shadowing and career exploration. (Appendixes, amounting to approximately one-half of the report, include evaluation instruments and some responses, report forms, and parental/student information documents concerning shadowing.) (YLB)

1719 ED 190 802
Career Education. Approved List of Career Education Essential Material. DS Manual 2800.2. Revised.
Dependents Schools (DOD), Washington, D.C.
Pub Date—Oct 78
Note—16p.; For related documents see CE 026 266, CE 026 268, CE 026 270, and CE 026 272.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Career Education, *Educational Resources, Elementary Secondary Education, *Instructional Materials, Learning Modules, Publications, Reference Materials
Identifiers—Dependents Schools, United States

This Department of Defense Dependents Schools (DoDDS) approved listing of essential career education material includes instructional material for grade levels K-12 in four categories: (1) packaged programs, (2) kits, (3) filmstrips, and (4) printed materials. Each category is subdivided by publishers, which are listed in alphabetical order. In addition to the title of each publication, the grade level and copyright date are indicated. (LRA)

1720 ED 190 803
Career Education. Industrial Arts Objectives, Grades 6-12. DS Manual 2890.1 [and] Approved List of Essential Textbooks/Instructional Materials for Industrial Arts, Grades 6-12. DS Manual 2890.2; Revised.
Dependents Schools (DOD), Washington, D.C.
Pub Date—Nov 78
Note—21p.; For related documents see CE 026 265, CE 026 268, CE 026 270, and CE 026 272.
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Industrial Arts, *Instructional Materials, Program Descriptions, Reference Materials, Shop Curriculum, *Textbooks
Identifiers—Dependents Schools, United States

Designed to assist the instructor in presenting curriculum content based upon industry and technology, this manual presents a program description and the instructional objectives for the industrial arts program in the Department of Defense Dependents Schools (DoDDS). Six sections are included in the manual: Industrial Arts Program Objectives, Middle Grades (6-8); Industrial Arts Program Objectives, High School (9-12); Orgnaizational Pattern for Industrial Arts in DoDDS; General Industrial Arts Laboratory, Middle Grades (6-8); General Industrial Arts Laboratory, High School Grades (9-12); and Mechanical Drawing Laboratory, High School Grades (9-12). Appended to the manual is a list of approved textbooks/instructional materials for industrial arts, grades 6-12. Materials listed for grades 6-8 are included in three areas: survey of industry, survey of construction, and survey of manufacturing. Materials listed for grades 9-12 are divided into six areas: Materials, process, and products of industry; applications of industrial methods; industrial technology; technical graphics; architectural design; and industrial design. (LRA)

1721 ED 190 804
Career Education. Human Ecology/Home Economics Objectives, Grades 6-12. DS Manual 2850.1 [and] Approved List of Essential Textbooks/Instructional Materials for Human Ecology/Home Economics, Grades 6-12. DS Manual 2850.2; Revised.
Dependents Schools (DOD), Washington, D.C.
Pub Date—Nov 78
Note—51p.; For related documents see CE 026 265-266, CE 026 270, and CE 026 272.
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Education, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Home Economics Education, *Instructional Materials, Program Descriptions, Reference Materials, *Textbooks
Identifiers—Dependents Schools, United States

This manual provides program and instructional objectives as guidelines for a human ecology/home economics program in Department of Defense Dependents Schools (DoDDS). Four sections are inlcuded in the manual: (1) Human Ecology/Home Economics Program Objectives; (2) Human Ecology/Home Economics, Grades 6-8, Exploratory; (3) Fundamentals Level Instructional Objectives; and (4) Specialization Level Instructional Objectives. Within these areas, instructional objectives are provided for the following programs: child care and development, clothing and textiles, foods and nutrition, housing and home furnishing, social and family relationships, and home nursing. Appended to the manual is an approved list of essential textbooks/instructional materials for human ecology/home economics grades 6-12. References listed for each program area give the title of publication, author, publisher, and copyright date. (LRA)

1722 ED 190 805
Career Education. Cooperative Work Experience/-Work Study Program Objectives for Students Ages 14-20. DS Manual 2880.1 [and] Approved List of Essential Textbooks/Instructional Materials for Cooperative Work Experience Work Study Ages 14-20. DS Manual 2880.2; Revised
Dependents Schools (DOD), Washington, D.C.
Pub Date—Nov 78
Note—13p.; For related documents see CE 026 265-266, CE 026 268, and CE 026 272.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Cooperative Education, *Educational Objectives, Educational Resources, *Instructional Materials, Program Descriptions, Reference Materials, Secondary Education, *Textbooks, *Work Study Programs
Identifiers—Dependents Schools, United States

This manual describes the cooperative work experience program for the Department of Defense Dependents Schools (DoDDS). The first of three sections included in the guide provides a definition and philosophy of the DoDDS cooperative work experience program. The second part of the manual provides a one-paragraph description of the cooperative work experience/work study course. The final portion of the manual provides instructional objectives for the course. Appended to the manual is an approved list of DoDDS essential textbooks/instructional materials for cooperative work experience/work study, ages 14 through 20. For each reference listed the following information is provided author, publisher, and copyright date. (LRA)

1723 ED 190 806

Business Education Objectives. DS Manual 2865.1 [and] Approved List of Essential Textbooks/Instructional Materials for Business Education, Grades 6-12. DS Manual 2865.2. Revised.

Dependents Schools (DOD), Washington, D.C.
Pub Date—10 Aug 79
Note—151p.; For related documents see CE 026 265-266, CE 026 268, and CE 026 270.
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Business Education, *Career Education, Course Descriptions, Curriculum Guides, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Instructional Materials, Program Descriptions, Reference Materials, *Textbooks
Identifiers—Dependents Schools, United States

This curriculum guide is designed to offer a flexible worldwide business education curriculum for Department of Defense Dependent Schools (DoDDS). The guide begins by describing the four business clusters included in the curriculum: (1) clerical, (2) secretarial/stenographic, (3) information processing, and (4) business administration. These clusters each have a description, suggested sequence of courses in that cluster, and a recommended program for students majoring in the cluster. The remaining bulk of the guide is comprised of individual course descriptions for junior high and high school programs. Courses are listed alphabetically and include course titles such as business careers exploration, advertising, business law, consumer economics, memory typewriter operation, sales, typewriting, and shorthand. Appended to the manual is an approved list of DoDDS essential textbooks/instructional materials for business education, grades 6-12. References are listed for each course at the junior high school and high school level. For each reference listed, the following information is provided: author, publisher, and copyright date. (LRA)

1724 ED 190 870

Nylander, Nikki Ludden, Jinny

Project RAISE. Title IV-C. How-to Manual.

Pima County Schools, Tucson, Ariz.
Note—146p.; Illustrations may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Education, Behavioral Objectives, Consumer Protection, Course Descriptions, Curriculum Guides, *Daily Living Skills, Employment Potential, Health Education, Homemaking Skills, *Housing, Instructional Materials, Job Search Methods, Learning Activities, *Maintenance, *Moderate Mental Retardation, Money Management, Nutrition Instruction, *Practical Arts, Pretests Posttests, *Young Adults

This manual for parents and teachers provides an appropriate teaching curriculum for use with trainable mentally retarded adults, age eighteen to twenty-one years. It provides first a course outline based on five knowledge areas: health, nutrition, home maintenance, basic consumerism, and job readiness. Other contents include tests, objectives, task sequencing, and knowledge area modules. Pretests, also intended for use as checkups and posttests, are correlated to the knowledge areas. In most cases they are nonverbal and evaluated by a motor activity. The objectives for each area are in a sequential order which directly correlates to the pretest, since pretest scores indicate accomplishment of objectives. A scoring key to the objectives is provided. Task sequencing is given for those areas needing a definite order of events to consistently teach the task. Each of the five knowledge area modules is divided into packets. The format for each packet includes one or all of the following: contents, necessary materials, construction, and teaching instructions. Some required materials are not provided. A bibliography lists these materials and others (with their sources) used in developing and implementing the curriculum. (YLB)

1725 ED 190 927

Rosenbaum, Laurie K. And Others

A Profile of Three Groups of Inner City Women: The Relationship between Locus of Control, Childrearing Attitudes and Practices, and Degree of School Involvement.

Pub Date—80
Note—12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, Disadvantaged, *Inner City, *Locus of Control, *Mother Attitudes, Mothers, Parent Child Relationship, *Parent Participation, *Parent School Relationship, Profiles, Tutoring
Identifiers—*Right to Read

Current research suggests that a lack of involvement and a sense of powerlessness pervades many aspects of life for the inner city poor, including childrearing. In the late 1960's, as the movement to involve parents in their children's schools grew, an assumption took root that such participation would help alleviate parents' feelings of powerlessness and increase parental identification with the schools. The relationships between the mother's locus of control, her childrearing attitudes and practices, and her school involvement were examined as part of an evaluation of a Right to Read parent tutoring program. Three groups of inner city women were interviewed: mothers paid to tutor children in reading, mothers with high volunteer involvement in school, and mothers low in school involvement. Paid tutors were significantly more likely than uninvolved mothers to engage their children in high quality activities and to feel they could effect changes in school. Unpaid, involved mothers fell between but were not significantly different from either group. School involvement did not affect mothers' overall feelings of efficacy. Mothers who believed that chance events controlled their lives had lower educational aspirations for their children and were less involved and responsive to them. (Author)

1726 ED 191 163

Brown, Linda D.

Problems in Implementing Statutory Requirements for Title I ESEA Parent Advisory Councils.

Pub Date—11 Apr 80
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, *Advisory Committees, Elementary Secondary Education, Federal Aid, Federal Regulation, Government Role, *Parent Grievances, *Parent Participation, Parent School Relationship, School Role, State Government
Identifiers—*Elementary Secondary Education Act Title I

During the early years of Title I, parents were provided with little information about the program and were not encouraged to participate. After evaluations of the program revealed little parental awareness of the program, the original provisions for parent involvement through Parent Advisory Councils (PACs) were made more explicit. There are many barriers to parental involvement: some educators do not believe parents should make educational decisions; other school officials simply regard parent involvement as a low priority; some school personnel have cultural or racial biases; others fear disclosure of poor administrative practices. The Federal Education Project, which assists parents and PACs in filing formal complaints, has become aware of a number of parent complaints regarding PACs. Parents complain that schools withhold information from PACs, institute illegal election procedures, dominate the PAC, and do not respond to recommendations. The willingness and performance of states in monitoring the implementation of PAC requirements has been extremely varied. The federal government has shown that parent involvement is a low priority among its Title I responsibilities. It is clear from the Federal Education Project's experience that noncompliance with both the letter and spirit of Title I's legal requirements for parent involvement is pervasive. A number of recommendations are suggested. (Author/JM)

1727 ED 191 495

Holloway, Mary Lovett, Valerie

Athens Drive Community Library Program Description and Budget Estimates.

Wake County Public Library, Raleigh, N.C.; Wake County Public School System, Raleigh, N.C.
Pub Date—Jun 80
Note—71p.; Best copy available.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Information Services, *Learning Resources Centers, *Library Administration, *Library Cooperation, Library Planning, Program Descriptions, Program Evaluation, *Public Libraries, *School Community Programs, School Libraries, *Specifications
Identifiers—*North Carolina

Funded by Wake County, the Wake County Public School System, and the city of Raleigh, the Athens Community/School Library is a pilot project intended to provide a full range of services, within budgetary and personnel limits, to the Athens community, as well as a full complement of service to students. The program, as planned, will include reference and research work; interlibrary loans; an emphasis on children's services; recreational reading and browsing; a community education workshop; and such special attractions as summer reading, summer school, film festivals, and computer fairs. This report includes discussions and information on types of service to be offered, administration, staff responsibilities, collection and arrangement, hours of access, the library program, financial responsibility and expenditures, evaluation methods, and a project timetable. Six attachments provide a table comparing the resources of this library with the North Carolina basic and advanced recommendations, a selection purchasing flowchart, a library furniture proposal, a floor plan of the children's area in the library, a library book security system proposal, and job descriptions for the library staff. (SW)

1728 ED 191 504

Coster, Kathy Webb, Barbara

Gray and Growing. Program Packages for the Older Adult. A Manual and a Supplement Manual.

Baltimore County Public Library, Towson, Md.
Pub Date—79
Note—155p.
Available from—Baltimore County Public Library, 320 York Road, Towson, MD 21204. Gray and Growing ($5.00), Supplement ($2.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, Educational Gerontology, *Library Personnel, *Library Services, Middle Aged Adults, *Older Adults, Public Libraries, *Recreational Programs

Designed for presentation by library staff, activity directors, or service organization representatives, this manual and its supplement outline ways to make effective use of the materials provided or available, provide discussion and follow-up guidelines, and include directions for using film and slide projectors and cassette players. A typical program package consists of two or more professionally produced films or slide shows chosen for compatibility, quality, and effectiveness. Seven titles designed to meet identified information needs include (1) Crime Prevention; (2) Healthy Body, Healthy Mind; (3) Active People over 60; (4) Gray Consciousness; (5) Journey's End; (6) Help Yourself to Better Health; and (7) Aging: We All Do It. Programs designed for entertainment include: (8) Remembering County Fairs; (9) Remembering 1924; (10) Remembering Train Rides; (11) Remembering School Days; (12) Baltimore: A Perfect Lady; (13) Art: Character and Craft; (14) The Plain People; and (15) Crafts: Imprint through the Ages. The supplement adds five titles: (16) It Never Goes Out of Style: Sexuality and Aging; (17) The Generation Bridge; (18) Bygone Times: Looking Backward at Baltimore County; (19) Remembering the Depression; and (20) Life Review. (RAA)

1729 ED 191 605
Cabrera, M. And Others
Rationale for an Alternative School Serving the Yuma Union High School District.
Yuma Union High School District, Ariz.
Pub Date—30 Mar 79
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anglo Americans, Career Development, Declining Enrollment, Disciplineproblems, Dropout Prevention, *Dropout Programs, *Dropout Rate, Dropouts, Enrollment Rate, High School Equivalency Programs, Mexican American Education, *Needs Assessment, *Nontraditional Education, Program Proposals, *Secondary Education, Vocational Education
Identifiers—*Arizona (Yuma)

An alternative high school is proposed to meet the needs of the substantial number of Yuma students who are dropping out of school at increasing rates. In the period from 1974 to 1978 enrollment at Yuma's 2 high schools increased by only 8% while the drop-out rate increased by 56%. Enrollment figures show that the drop-out rate is highest in grade 11 and that the rate for males is nearly twice that for females. When ethnic groups are compared, Mexican American and Anglo groups have the highest drop-out rates. An alternative high school would lower the drop-out rates by offering a program to meet the needs of students who leave school because of attendance, social, or academic problems. The school would feature diagnostic and prescriptive testing, small classes, individually prescribed and competency-based instruction, a major emphasis on the development of fundamental skills, involvement of all students in career and vocational exploration, intensive counseling, career awareness seminars, and GED preparation. It is estimated that approximately 75 students would be eligible for enrollment at the start of the program. Funding for the alternative school is estimated at $150,000 for the first year with additional capital outlay for the facilities and equipment. Appendices contain tables showing enrollment and drop-out figures by age, sex, ethnic group, and school for the period from 1974-1978. (JH)

1730 ED 191 646
Baez, Tony And Others
Desegregation and Hispanic Students: A Community Perspective.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—80
Contract—400-77-0101
Note—83p.
Available from—National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Arlington, VA 22209 ($3.50).
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Bilingual Education, Blacks, Board of Education Role, *Case Studies, Court Litigation, Desegregation Litigation, *Desegregation Plans, Educational Finance, Educational Legislation, Elementary Secondary Education, *Equal Education, Ethnic Relations, *Hispanic Americans, Mexican American Education, Multicultural Education, Parent School Relationship, School Community Relationship, *School Desegregation
Identifiers—*Milwaukee Public Schools WI

A case study of the desegregation process in Milwaukee's Public Schools and the participation of the Hispanic community in that process through the efforts of a parent-community group to safeguard the rights of Hispanic students to equal educational opportunity examines in detail the ways a com[illegible]as dealt and continues to deal with issues affecting cities with multiethnic populations. The case study focuses on the legal and political decision-making process involved when a major city prepares and implements a plan for school desegregation, and the demands made by Hispanics for their educational needs and legal rights within the context of court-ordered desegregation. Discussed are the issues related to a 1924 Wisconsin law which eliminated all but English from the public school language curriculum, desegregation efforts by Blacks, legal definitions (and their potentially negative impact on Hispanics) used by courts and desegregation planners, and Wisconsin state policies promulgated in the 1970's (equalization of taxes between rich and poor school districts, voluntary transfers for desegregation and integration, and mandatory bilingual bicultural education). Noted in the conclusions are key variables involved in determining the outcomes of school desegregation planning and implementation as it has affected Hispanics in Milwaukee. (AN)

1731 ED 191 783
American and Polish Culture: A Guide to the Resource Materials Collection.
Grand Rapids Public Schools, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—79
Note—171p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, Annotated Bibliographies, Audiovisual Aids, Community Education, *Cultural Background, Educational Resources, Elementary Secondary Education, *Ethnic Studies, Filmstrips, Information Sources, *Polish Americans, Postsecondary Education, Resource Materials, Slides
Identifiers—Ethnic Heritage Studies Program

This guide describes resource materials which are intended for use by elementary and secondary classroom teachers and by community groups as they develop and implement educational programs on Polish/American culture. The major objectives are to enhance Americans' understanding of Poland and to highlight cultural contributions of Americans of Polish descent. Materials are presented in three main categories. Part I presents annotations of print materials arranged alphabetically by author in 10 subject areas: art and culture, biography, education, film and television, general information, Polish history, language, Polish-American cultural organizations, literature, and sports. Entries include author, title, publisher, and date of publication. Part II lists approximately 300 materials relating to Poland's geography, people, political system, social policy, political organizations, education, art, economy, scientific research, language, foreign policy, and America's Polish heritage. In this section, entries include author, title, publisher, date of publication, and relevant page numbers. Part III focuses on non print materials including maps and prints, posters, postcards, stamps, filmstrips, recordings, and slides. Information given for each entry includes size of exhibit, viewing or listening time, translation of Polish words into English, teaching instructions, and where necessary, background material and objectives. The guide concludes with an appendix containing information on ordering all print and nonprint materials and suggesting additional supplementary materials and resource organizations. (DB)

1732 ED 191 849
Spanjer, Allan Johnson, Regina
Writing Needs of Big City School Teachers.
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Curriculum Development, Elementary Secondary Education, *Instructional Improvement, Parent Participation, Staff Development, Student Evaluation, *Teacher Attitudes, *Teacher Education, *Teacher Effectiveness, Textbook Content, *Writing (Composition), *Writing Instruction

Teachers need to improve certain teaching and writing competencies if they are to improve student writing competencies. Teachers from the Atlanta school district were surveyed to determine their opinions for improving writing instruction. Survey results indicate that teacher education programs can be improved by: (1) making information on writing processes and teaching methods more accessible to teachers; (2) teaching of writing instruction to all teachers; (3) revising language arts textbooks to stress composition rather than mechanics; (4) involving parents and community in school writing programs; and (5) intensifying research on the processes of writing. (CJ)

1733 ED 191 872
Carter, Herman
Follow Through Title I Expansion Program 1978-1979. Report Number 8043.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Mar 80
Note—54p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Bilingual Education, *Compensatory Education, *Elementary School Mathematics, Mental Health Programs, Parent Participation, *Primary Education, *Program Evaluation, *Reading Achievement, Reinforcement, School Health Services, Staff Development, *Urban Schools
Identifiers—Pennsylvania (Philadelphia), *Project Follow Through Expansion Program

The report of the 1978-1979 performance of the Project Follow Through Expansion Program for the primary grades focused on the educational component, parent involvement, staff development, and special supportive services. Classroom observations indicated that while aides and parents worked with groups consisting of 2 to 10 children, in two instructional models, teachers engaged in whole class instruction at least 40% of the time across all options. Cross sectional achievement data indicated that the Total Follow Through Expansion Program (TEXP) performed only as well as its Total Non-Follow Through (TNF) Title I eligible comparison group in reading, but outperformed TNF in mathematics. The specific third grade achievement objective was not attained. Parent involvement showed that most spent their time planning fund raising events. Parents who participated in program-specific activities spent their time assisting in program classrooms. Staff development activities involved 98% of the teachers and aides. Most teachers indicated satisfaction with the services received from supervisory and support personnel. Health data indicated that half of the program children received medical screenings and one quarter had physical examinations. Supplementary mental health specialists from 5 agencies provided direct and indirect services to 372 program children. (Author/GK)

1734 ED 191 927
Report on the Status of the Voluntary Desegregation Plan of the School District of Philadelphia.
Philadelphia School District, Pa.
Pub Date—24 Mar 80
Note—50p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Involvement, Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Financial Support, Information Dissemination, *Integration Readiness, Program Descriptions, *School Desegregation, Staff Development, Transfer Students, Urban Schools, *Voluntary Desegregation
Identifiers—*Pennsylvania (Philadelphia)

This report describes the activities undertaken by the City of Philadelphia School District during its voluntary desegregation preimplementation orientation and training year (1977-1978). School District activities are described in five areas: staff development, community involvement, dissemination, funding, and the movement of pupils. Appended to the paper are a desegregation plan update report, staff development and dissemination information, descriptions of special program high schools, descriptions of Elementary and Secondary Education Act programs, a table of school enrollment broken down by race, and the results of a high school student questionnaire. (MK)

1735 ED 191 947
Bonutti, Karl Prpic, George
Selected Ethnic Communities of Cleveland: A Socio-Economic Study.
Cleveland State Univ., Ohio.; Cleveland Urban Observatory, Ohio.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.; National League of Cities, Washington, D.C.
Pub Date—Apr 74
Note—299p.; Tables may be marginally legible due to small print.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Community Change, *Community Characteristics, *Ethnic Groups, Hispanic Americans, Italian Americans, Local History, *Neighborhoods, Puerto Ricans
Identifiers—Croatian Americans, Hungarian Americans, *Ohio (Cleveland), Slovene Americans

The origins, socioeconomic growth, and present status of four Cleveland, Ohio, ethnic neighborhoods are analyzed in this report in order to determine their viability as inner city communities. The communities studied include (1) a "white ethnic island," the Slovenian/Croatian neighborhood on the East Side; (2) an area of "dying neighborhood spirit," the Hungarian community also located on the East Side; (3) St. Rocco Parish, an "aging" West Side Italian neighborhood; and (4) the recently born Puerto Rican area on the West Side. The importance of ethnic groups in Cleveland's overall economic development is outlined. The development of the four individual neighborhoods is described at length in terms of each area's social, economic, religious, and cultural history. Current community activities, both social and commercial, are also discussed, and current population figures and census tract maps are presented. The results of a survey conducted under the present study, focusing on demographic profiles, literacy, home ownership, income, employment, shopping facilities, etc., are described and compared for the four ethnic neighborhoods. Finally, a discussion of public policy that might be directed toward the economic and social revitalization of these and Cleveland's other ethnic communities is presented. (GC)

1736 ED 191 956
Blackwell, James E. And Others
Health Needs of Urban Blacks.
Solomon Fuller Inst., Cambridge, Mass.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date—78
Grant—NIMH-27815
Note—45p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Blacks, *Health Needs, *Health Services, Information Utilization, Interviews, *Needs Assessment, *Urban Areas, Use Studies
Identifiers—*Massachusetts (Boston)

Interviews were conducted with 237 adult blacks in the Boston area to determine their most urgent needs and the most urgent needs of blacks in general, to characterize the information flow from health services agencies, and to characterize access to and utilization of health services. The respondents ranked better economic conditions, family and religious concerns, equality before the law, and political power as the four most pressing needs for themselves individually and for the black community as a whole. Most respondents characterized the flow of information from health services agencies as good although more specific questions about information contradict this finding. Furthermore, respondents described access to health services as adequate to good, although most had never utilized a community health facility. Implications of the research and recommendations are discussed. (MK)

1737 ED 191 963
Final Evaluation Report for the 1978-1979 Title VII Bilingual Project, Public Schools of the District of Columbia, Washington.
Cultural and Humanistic Educational Systems and Services, Inc., Diamond Bar, Calif.
Spons Agency—District of Columbia Public Schools, Washington, D.C.
Pub Date—[79]
Grant—047-AA-NS-0-9-GA
Note—84p.; Rating form may be marginally legible due to small, broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Chinese, Elementary Education, Language Skills, Mathematics, Multicultural Education, *Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Achievement, Self Concept, Spanish Speaking, *Staff Development
Identifiers—*Bilingual Education Act 1968, *District of Columbia

The Elementary and Secondary Education Act Title VII program instituted by the public schools of the District of Columbia serves approximately 1600 students in 14 elementary school sites and includes both Spanish/English and Chinese/English components. This evaluation report details the progress of Title VII bilingual education towards meeting program goals in the areas of instruction, staff development, and parent/community involvement. Included in the evaluation are procedures and lists of instruments used to collect data; an overall project evaluation plan; a description of the project, including its staffing; data from pre and post testing of a sample of project students; data from staff development activities; and data from parent/community participation activities. The instructional component evaluation consists primarily of measures of skills development in reading, mathematics, language, and self concept (including multicultural awareness). Evaluation instruments are appended to the report. (GC)

1738 ED 192 122
Wyatt, Spencer And Others
In-Service Staff Development/A Basic Content Reading Curricula for ABE Teaching Personnel.
Weber County School District, Ogden, Utah.
Spons Agency—Utah State Board of Education, Salt Lake City.
Pub Date—Jun 80
Contract—00579
Note—464p.; Original pages 489-92 were removed because of confidential information.
Available from—Weber County School District, Division of Adult Education, 1100 Washington Blvd., Ogden, UT 84404 ($15.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Basic Education, Adult Education, Adult Educators, *Content Area Reading, Critical Reading, Faculty Development, Formative Evaluation, High School Equivalency Programs, *Inservice Teacher Education, Reading Comprehension, *Reading Skills, Skill Development, Study Skills, *Teacher Improvement, *Teaching Methods, Vocabulary Skills, Word Recognition, Workshops
Identifiers—*Recession

The purpose of a project was to improve, through an inservice staff development program, the teaching of content reading skills in adult basic education and adult high school completion classes. The program provided methods and materials in five reading skill areas: (1) word identification, (2) vocabulary, (3) comprehension, (4) critical and interpretative reading, and (5) reading study skills, especially as these skills are applied to functional content areas. The project used texts and media currently available in classrooms. There were fifteen two-hour sessions devoted to the development of functional reading skills through the use of modeling, discussion, simulation, application, and replication by participants under the direction of the workshop consultants. A formative evaluation was conducted. It included an evaluation of the biweekly class, an evaluation of the individual participant's competency to teach functional reading skills to students, and each participant's evaluation of classroom materials he or she developed, along with the results of their application. (Narrative sections of the report cover less than fifty pages. The course outline and all the materials used in the workshop instruction comprise the remainder of this report. Source and availability of material used is also cited.) (Author/YLB)

1739 ED 192 163
Topougis, Nicholas J.
Labor and Career Education: Ideas for Action. Handbook of Ideas for Involving and Integrating Labor in Career Education.
Akron Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[80]
Contract—300-78-0275
Note—193p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Career Development, *Career Education, *Curriculum Development, *Educational Cooperation, Education Work Relationship, Elementary Secondary Education, Guidelines, *Inservice Teacher Education, Integrated Curriculum, *Labor, Labor Demands, Labor Economics, Program Development, Program Implementation, Resource Centers, School Business Relationship, *School Community Relationship, Unions, Units of Study
Identifiers—Ohio

This handbook provides specific examples of activities and procedures of labor-education collaboration within the context of the career education program. It is intended to help interested communities develop or expand labor's active involvement in the educational process. After an introduction, a section lists a number of concerns shared by organized labor and education. Other brief sections focus on career education as a vehicle for establishing communication with labor, Ohio's career development program, and labor-career education in Akron. Three sections concerning labor resources in education review the general structure and function of the various labor unions found in the community and identify areas of expertise and interests. In the next section guidelines for planning and implementing inservice labor-education programs for educators are provided. Following a section providing direction for developing integrated curriculum units on organized labor, secondary-level labor-education instructional units with sample lessons and objectives are provided. The next section gives examples of additional ways in which labor education can be incorporated into other areas of the school curriculum. A final section provides direction for developing a labor-education multimedia resource center and describes the minimum materials which should be available. A bibliography is provided. (YLB)

1740 ED 192 214
Drug Use and Abuse in the Memphis-Shelby County School System; Hearings Before the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Sixth Congress, Second Session (January 17-18, 1980).
Congress of the U.S., Washington, D.C. House.
Report No.—SCNAC-96-2-1
Pub Date—80
Note—187p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Drug Abuse, *Drug Education, Elementary Secondary Education, Juvenile Courts, *Mental Health Programs, *Prevention, Program Effectiveness, School Community Programs, *School Responsibility, *Student Attitudes, Students, Student School Relationship
Identifiers—*Tennessee (Memphis)

This document contains transcripts of the hearings before the Select Committee on Narcotics Abuse and Control in January 1980. The testimony of individuals from Memphis, Tennessee is provided, including representatives of the press, school system, student populations, police department, and several mental health clinics. The statements focus on the issues of: (1) drug use and abuse in the Shelby

County school system; (2) the development and implementation of a model alcohol/drug abuse preventive education program in the schools; (3) the role of juvenile courts in substance abuse programs; and (4) student attitudes toward drug usage among their peers. The appendices include detailed descriptions of the activities of the Memphis City Schools Mental Health Center Alcohol and Drug Abuse Program. (HLM)

1741 ED 193 353
Elementary School Parent Attitudes Toward Desegregation-Second Survey, May 1978.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—May 79
Note—61p.; Not available in paper copy due to light print. For related documents see UD 020 653-654, UD 020 657, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Attitude Measures, Busing, Counseling, *Desegregation Effects, Discipline, Educational Quality, Elementary Education, *Parent Attitudes, Parent School Relationship, Questionnaires, Racial Relations, *School Desegregation
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of parents of Grade 2 and Grade 5 students in 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline, and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

1742 ED 193 354
Detroit Public Schools' Three-Year Bilingual Education Plan, 1979-1982.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—16 Aug 79
Note—158p.; Report prepared by the Detroit Bilingual Education Task Force.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Bilingual Education, Community Involvement, Elementary Secondary Education, *English (Second Language), Multicultural Education, *Non English Speaking, Parent Participation, Personnel, Program Administration, Program Descriptions, Program Evaluation, *Program Implementation, Special Education
Identifiers—*Detroit Public Schools MI

This report details plans for future action by the Detroit Public Schools for bilingual education. It begins with an historical overview of national and local bilingual education in the last several years. The next section consists of a statement of goals, both for the program and the students involved. The two following sections address the areas of identification, assessment, and placement of non-English or limited English speaking children in the school system. Six additional sections describe program model options available for implementation in schools, staffing, parent and community involvement, administration and governance of bilingual programs, student and program evaluations, and special education. The final three sections discuss bilingual/multicultural education financing, Federal and State funding, and monitoring of program implementation. A glossary of terms is included. (Author/MK)

1743 ED 193 409
Waxman, Rebecca
Urban Youth in the 80s. Fact Sheets 1-4.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jul 80
Contract—400-77-0071
Note—10p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Guides - General (050) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Child Advocacy, *Delinquency, Minority Group Children, *Pregnant Students, Resource Materials, *Youth Problems
Identifiers—*Youth Tutoring Youth

This document contains fact sheets on four contemporary issues related to young people, (1) teenage pregnancy, (2) juvenile delinquency, (3) youth tutoring of youth, and (4) youth advocacy. The sheet on teenage pregnancy presents statistics on the teenage birth rate, discusses financial and educational problems faced by teenage parents, and describes three programs (in Atlanta, Albuquerque, and New York) that address these problems. Also listed are sources for information on teenage pregnancy. The fact sheet on juvenile delinquency focuses on educational and social service for delinquent youth and describes four programs that provide such services. The sheet on Youth Tutoring Youth (YTY) programs discusses the effectiveness of different types of YTY programs and the adaptation of YTY programs to varied school populations (non English speaking and special education students). A list of resources is also provided. Finally, the fact sheet on youth advocacy describes nine national organizations that provide information and services to individuals concerned with the problems of urban and minority youth. (GC)

1744 ED 193 410
Garbarino, James Plantz, Margaret C.
Urban Environments and Urban Children.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 80
Contract—400-77-0071
Note—54p.; Published in a slightly different version as ERIC/CUE Urban Diversity Series, Number 69, August 1980.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type— Information Analyses (070) — Reports - General (140) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Development, *Children, Elementary Secondary Education, *Environmental Influences, *Family Role, *Neighborhoods, School Community Relationship, School Role, Socialization, Urban Areas, *Urban Environment, Urban Schools
Identifiers—*Bronfenbrenner (Urie)

This paper focuses on the distinctive characteristics of urban environments, the ways these environmental features affect city children, and the roles that schools can play in modifying these effects. Bronfenbrenner's multilevel framework for studying the ecology of human development is described. Recognizing the central role that families play in the lives of children, neighborhoods are examined as important environments for both families and their children. Unique characteristics of urban environments and the special ways in which their multiple levels and interacting systems pose risks and opportunities for child development are then discussed. New York, NY 10027 Data from a study on people's perceptions of "high risk" versus "low risk" urban neighborhoods are reviewed, showing that despite demographic similarities, the high and low risk neighborhoods varied significantly in terms of social stresses and supports, adequacy of child care, and residents' attitudes toward the neighborhood. Finally, the school is hailed as an institution that, with proper moral, political, and economic resources can protect environmentally-at-risk children, increase their opportunities, compensate for weaknesses in families and neighborhoods, and influence public policy related to children. (Author/GC)

1745 ED 193 431
Hubek, June, Comp.
Handbook of Procedures for Implementing a Sex Equity Workshop: Pathway to Awareness.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
Spons Agency—Florida State Dept. of Education, Tallahassee.
Pub Date—Mar 80
Note—63p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Attitude Measures, Career Choice, *Change Strategies, Elementary Secondary Education, Federal Legislation, Females, Learning Activities, Males, Postsecondary Education, *Program Development, *Program Implementation, Sex Bias, *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Staff Development, *Workshops
Identifiers—*Title IX Education Amendments 1972

Materials in this handbook of procedures for implementing a sex equity workshop consist of six steps intended for adaptation in educational meetings, classrooms, and community gatherings. Outlined in the first section on the need for eliminating sex role stereotyping are legislative and economic mandates for sex equity and goals for inservice educators. Workshop steering committee and participant duties are listed in section 2. Organizational guidelines and a list of possible consultants constitute the third section on workshop design. A sample agenda is presented in section 4. Provided in section 5 are nine sample activities on attitudes toward life roles, role expectations, role expectations for elementary students, attitudes towards women's roles, sexist attitudes, perceived male stereotypes, linguistics, and curriculum bias. A sample action plan and suggestions for writing such a plan are set forth in section 6. A bibliography follows. Appendixes constituting one third of the handbook contain sex role myths and realities, the text of Title IX of the Education Amendments of 1972, Title IX questions and answers, and guidelines for assessing sex bias and sex fairness in career interest inventories. (MN)

1746 ED 193 441
Career Education Staff Development Project, 1978-1979. Final Project Report.
Detroit Public Schools, Mich.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Grant—G007802014
Note—32p.; For related documents see ED 163 226 and ED 167 775.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Career Education, Elementary Secondary Education, Inservice Teacher Education, Material Development, *Program Development, Program Effectiveness, *Program Implementation, *Staff Development, Staff Role
Identifiers—*Detroit Public Schools MI, Education Amendments 1974

A project was undertaken to (1) develop a prototype for installing career education in two regions of the Detroit Public Schools through staff development activities, (2) monitor the involvement level in local schools in these regions, and (3) assist each school on an ongoing basis to plan for effective career education implementation. The first stage of the project consisted of initial training of a working cadre in each school; orienting and training school administrators, parents, and community members; and creating an extensive career materials center. The second phase involved utilization of the trained personnel and simultaneous provision of inservice training to all available teaching and administrative staff. The project was successful both in terms of number of people trained and participating and in terms of products and their innovative use. Over 2000 teachers and 75 administrators from fifty-nine schools participated in the program, and hundreds of infusion exercises and materials were locally developed. The project also resulted in considerable diffusion benefits to other regions and surrounding school districts. An appendix comprising two thirds of the report provides inservice participation figures and memoranda outlining regional project accomplishments. (MN)

1747 ED 193 460

Wolfe, Howard C. And Others

The Evaluation of the Health and Science Action Learning Project, Central High School, Minneapolis Public Schools. Final Report.

Minneapolis Public Schools, Minn.; Minnesota Univ., St. Paul. Center for Youth Development and Research

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—15 Jan 80

Grant—G007802028

Note—120p.; Not available in paper copy due to thin and small print. Appendix G was removed due to copyright restrictions. For related documents see ED 163 226 and ED 167 775.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Occupations, Allied Health Occupations Education, *Career Choice, Career Education, *Career Exploration, Career Planning, Careers, Clinical Experience, *Experiential Learning, *Field Experience Programs, Hospitals, Inner City, *Minority Groups, Occupational Aspiration, Program Effectiveness, Program Evaluation, Science Instruction, Secondary Education, Student Attitudes, Student Motivation

Identifiers—Education Amendments 1975, Health and Science Action Learning Project

Evaluation of the Health and Science Action Learning Project was conducted as part of a larger national study of experience-based education programs in secondary schools. Developed to alleviate the problem of minority underrepresentation in the health professions, the program was designed to encourage minority students to consider these careers and increase their capacity to pursue such careers successfully. The research design involved use of instruments and data collection procedures specific to the local evaluation, as well as several instruments of the national evaluation to test the nine project objectives and program implementation. The program was found to have had a positive effect in two areas: exploration and knowledge of careers and self-esteem. There was no change in vocational maturity, confidence in social situations, vocational aspirations, attitudes toward hospitals, or motivation. Recommendations included (1) shifting the program to the morning to provide a better experience at the hospital and increase enrollment, (2) allocating more time to hospital field experience, (3) increasing effort to recruit minority and disadvantaged students with low motivation, (4) providing followup beyond the trimester program, and (5) increasing minority staffing. (Evaluation instruments are appended.) (YLB)

1748 ED 193 464

Chitayat, Deanna

Project SEISMIC-Sex Equity in Schools: Modules in Careers. Report.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.—CASE-17-80

Pub Date—Oct 80

Grant—VEA-80-3F-952 GS

Note—72p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business, *Career Development, Career Education, Career Exploration, Curriculum Evaluation, Field Tests, *Instructional Materials, Learning Activities, Learning Modules, *Material Development, Program Development, Questionnaires, Secondary Education, *Sex Fairness, Staff Development, Teaching Guides, Workshops

Identifiers—Project SEISMIC

Project SEISMIC (Sex Equity in Schools: Modules in Careers) grew out of a federal mandate to the New York State Educational Department to reduce sex bias in its educational system. Under the project a kit was developed containing four modules for use in staff development, secondary school classrooms, and workshops with the business community. Included in each module are a stimulus videotape, workbook, leaders guide, and other print material. Module A and B are faculty guides for staff development on issues in sex equity and the legal framework of sex equity. Module C contains instructional methods and materials on personal development, career exploration, and communications, and Module D is a guide for encouraging sex equity in the business community. Field tests were conducted for each module and revisions made. (The report includes description of revisions based on field tests, and sample formats of each module are presented. An appendix constituting one-half of the report contains copies and findings of formative evaluation questionnaires concerning the format, content, and overall evaluation of each module.) (MN)

1749 ED 193 471

Martin, Ruth E.

Guidelines to Achieve Sex Equity in Vocational Home Economics. Final Report.

Washington State Univ., Pullman.

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—Sep 80

Note—31p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Education, Career Planning, *Curriculum Evaluation, *Evaluation Criteria, *Family Life Education, Females, *Guidelines, Home Economics, Males, Parent Participation, School Community Relationship, Secondary Education, *Sex Bias, *Sex Fairness, Sex Stereotypes, Student Attitudes, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Textbook Bias, Textbook Evaluation, Vocational Education

A project developed, field tested, and disseminated guidelines for elimination of sex bias/stereotyping of females and males in new and existing vocational educational curriculum materials, resources, and methods for home and family life teachers. During the literature review, existing instruments for achieving sex equity were identified. Tentative instruments were further explored. Advisory committee input was helpful in developing a preliminary model set of nonsexist curriculum guidelines. The guidelines were designed to assess the teaching environment and new and/or existing resources. (Appendixes include project materials and correspondence as well as a copy of Guidelines to Achieve Sex Equity in Home and Family Life Education.) The first part of the guidelines, Sex Equity in the Teaching Environment, has five sections that relate to the education of students: teaching behavior, student awareness, school/community, facilities and equipment, and occupational preparation. Responses to the items indicate strengths and weaknesses. Part 2, Guide for Review of Sex Equity in Resource Materials, can be used to review (1) textbooks, pamphlets, and other printed resources and (2) films, filmstrips, and other nonprint resources. This review assesses both role portrayal and language. (YLB)

1750 ED 193 478

Bonnet, Deborah G. Richert, Mary K.

Career Decisions: A Program of the Indianapolis Public Schools. Final Evaluation Report.

New Educational Directions, Crawfordsville, Ind.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH80046

Pub Date—Aug 80

Grant—OEG-05-77-0002

Note—70p.; Not available in paper copy due to light type.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Choice, Career Education, *Career Exploration, Career Planning, Decision Making Skills, Educational Objectives, Education Work Relationship, Employer Attitudes, High Schools, Interpersonal Competence, Interviews, Job Search Methods, *Outcomes of Education, *Program Effectiveness, Questionnaires, School Business Relationship, Student Attitudes, *Student Evaluation, *Student Experience, *Summative Evaluation, Work Attitudes

Identifiers—Career Decisions, Indianapolis Public Schools IN

This report documents a third-party evaluation of Career Decisions, an elective career exploration course to investigate the program's effectiveness in achieving its student outcome objectives. The report is organized into chapters by five general evaluation questions: (1) What did students experience in the classroom components?, (2) What did students experience in the site component?, (3) What do participating employers think of Career Decisions?, (4) What did students think of Career Decisions?, and (5) What did students learn from Career Decisions? These data collection methods to answer these questions are described: teacher logs (question 1), employer questionnaires (questions 2 and 3), student questionnaires (questions 4, 2, and 5), and fourteen student outcome measures (question 5). The final (and most lengthy) chapter discusses nine learner outcome objectives. Evaluation of each objective is presented in this format: classroom emphasis, student-reported learning, and measures (sample items, design, and results). Major findings were that student overall ratings of the program were high, 92% of the participating employers responding endorsed the program, students demonstrated at least partial achievement of eight of nine objectives, and Career Decisions students continued to explore their career interests on their own after program completion. (YLB)

1751 ED 193 512

Handbook of Occupational Programs. Task Linkage Project Publication No. 1.

Georgia State Univ., Atlanta. School of Education.

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

Pub Date—Sep 79

Note—112p.; For related documents see CE 026 975-977.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agricultural Education, Allied Health Occupations Education, Business Education, *Occupational Clusters, Occupational Home Economics, *Occupational Information, Postsecondary Education, *Program Design, Secondary Education, *State Programs, Trade and Industrial Education, *Vocational Education

Identifiers—Georgia

To demonstrate the continuity between secondary and postsecondary occupational programs and the link between them and industrial manpower roles, this handbook cross references Georgia occupational educational programs and related job titles. Nineteen occupational clusters included in secondary schools are covered: agricultural power and mechanics; auto body repair; building construction; business and office occupations; conservation, recreation, and wildlife occupations; cosmetology; drafting occupations; electro-mechanical occupations and electronics; food service occupations; forestry; graphic arts; health occupations; marketing and distribution; metal working; occupational home economics; ornamental horticulture; transportation; and vocational agriculture. Each section charts postsecondary specialized skill areas linked to these clusters as well as job titles and corresponding Dictionary of Occupational Titles (DOT) code numbers. Job titles are then defined in pages following the charts. Additional specialized programs taught in only a few locations are listed. (Also available are guides containing task lists for use in competency based education in trade and industrial occupations, business and office education, and health occupations–see note.) (MN)

1752 ED 193 549

Key Competencies: Drug and Alcohol Education. Secondary Schools.

Philadelphia School District, Pa.
Pub Date—80
Note—10p.; For related document see CG 014 701.
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, *Alcohol Education, Curriculum Guides, *Decision Making, Drug Addiction, *Drug Education, Drug Rehabilitation, Education, Individual Power, Personality Traits, Prevention, Secondary Education, Secondary School Students, *Self Concept, *Values

This guide, designed for use with secondary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program targets several characteristics which have been identified in addicted children: poor self image, improper sense of values, and lack of identity. For grades seven through nine, strategies are presented to help students understand that: (1) drug and alcohol abuse cause problems for individuals and society; (2) many things affect behavior; (3) life is not always happy; (4) people need a sense of identity; (5) they are part of a family; (6) they are part of a society; (7) they are individuals; (8) making decisions and facing consequences are part of growing up; and (9) carrying out responsibilities gives people more control over their lives. For grades 10 through 12, strategies are presented to help students understand that drugs and alcohol affect individuals differentially, the cost of drug dependence goes beyond money, and treatment and rehabilitation are difficult and often unsuccessful. (Author/NRB)

1753 ED 193 550

Key Competencies: Drug and Alcohol Education. Elementary Schools.

Philadelphia School District, Pa.
Pub Date—80
Note—9p.; For related document see CG 014 700.
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alcohol Education, Children, Curriculum Guides, *Decision Making, *Drug Education, *Elementary Education, Elementary School Students, Individual Development, Individual Power, Interpersonal Relationship, Prevention, Responsibility, *Self Concept, *Values Education

This guide, designed for use with elementary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program identifies areas in which addicted children differ from non-addicted: poor self image, an improper sense of values, and a lack of identity. For kindergarten through third grade, strategies are presented to help children understand the dangers of improper use of medicines and household substances. Other activities are offered to help children display their feelings and attitudes about their relationships with adults, understand the effects of alcohol on the body, and become aware that they can maintain themselves. For grades four through six, strategies are presented to make students aware that: (1) any substance taken into the body affects its functions; (2) many things contribute to drug use; (3) people sometimes imagine others do not like them; (4) people are not perfect; (5) drinking alcohol is a problem for many people; and (6) responsibilities grow as people grow. (Author/NRB)

1754 ED 193 739

Arnett, Ronald C.

Dialogical Foundations of Conflict Resolution.

Pub Date—Nov 80
Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication (Thought Transfer), *Conflict, *Conflict Resolution, Interpersonal Competence, *Speech Communication

The purposes of this paper are to explore the relationship between dialogic communication and conflict analysis and to examine current assumptions about conflict and communication as described in the speech communication literature. The first part of the paper discusses dialogue, in particular that of Martin Buber, as a conflict method. Specifically, it describes three major components of Buber's dialogue: (1) "the between" as an alternative to the notion of meaning emerging from inside the person, (2) the primacy of situational demand as opposed to emphasis on the "real self," and (3) commitment in openness as a rejection of positions of absolute certainty and relativistic postures of nonevaluation. The second part of the paper offers an analysis of how a dialogical approach to conflict resolution is in stark contrast to Christopher Lasch's "culture of narcissism," and Tom Wolfe's "Me decade." The conclusion of the paper describes the implications of communication and conflict theory as a challenge to the narcissism of current times. (FL)

1755 ED 193 754

School Communications. A Guide to Common-Sense Approaches to Good Communications in Your District.

Wisconsin Association of School Boards, Winneconne.
Pub Date—Nov 79
Note—77p.
Available from—Wisconsin Association of School Boards, Box 160, Winneconne, WI 54986 ($3.00)
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—Board of Education Policy, *Board of Education Role, Collective Bargaining, *Communications, Elementary Secondary Education, Mass Media, *Public Relations, *School Community Relationship, *School Districts, Teacher Strikes
Identifiers—*Wisconsin

The collection of readings and ideas in this booklet are intended to help school districts in developing and maintaining a public relations program. The first section, concerning policies and programs, contains articles about the need for good public relations programs and how to establish them and sample memorandums concerning school communications. The second section narrows the topic to communications for specific results. Articles offer guidelines for handling public relations during negotiations, school boundary changes, and school board elections. Other topics covered are testing in the schools, school newsletters and student newspapers, and communicating with legislators. The concluding section contains four examples of successful public relations techniques used by different Wisconsin school districts. (MLF)

1756 ED 194 199

Snack Pack: School Nutrition Activity Curriculum for Kids Grades K-6.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note—609p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors—*Curriculum, Educational Resources, *Elementary School Students, Guidelines, *Kindergarten Children, *Learning Activities, Nutrition, *Nutrition Instruction, Resource Materials

Designed to aid classroom teachers in providing dynamic nutrition instruction to children in elementary schools, this SNACK Pack project (School Nutrition Activity Curriculum for Kids) provides a coordinated instructional plan to facilitate the integration of nutrition and related health and consumer education concepts as part of the elementary curriculum. It is structured so that teachers have the responsibility of selecting learning objectives and activities which best meet the needs, interests, and abilities of the students to be served. The manual is divided into three sections according to grade levels (grades K to 2, grades 3 to 4, and grades 5 to 6). Each is colored for easy reference. Ten to twelve activity-centered units comprise each level and include basic concepts, objectives, learning activities, resources, and suggestions for subject area integration. For ease of implementation, teacher reference activity sheets, student evaluation devices and activity sheets are included. A reference section is also provided for the teacher to review basic nutrition concepts before initiating instruction. (Author/MP)

1757 ED 194 200

SPEAC for Nutrition: Preschool Unit. A Cooperative Adventure in Preschool Nutrition Education.

Minneapolis Public Schools, Minn.
Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.
Pub Date—80
Grant—USDA-FNS-59-3198-8-28
Note—220p.; For related documents, see PS 011 797-800.
Available from—Minnesota Curriculum Services Center, 3544 White Bear Avenue, White Bear Lake, MN 55110 ($8.00)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Curriculum Guides, Demonstration Programs, *Eating Habits, *Food, Food Service, Improvement Programs, Inservice Education, *Learning Activities, *Nutrition Instruction, Parent Education, Parent Participation, *Preschool Curriculum, Preschool Education, Units of Study, Workshops
Identifiers—*Food Consumption

Developed by the United States Department of Agriculture's SPEAC (Student Parent Educator Administrator Children) for Nutrition Demonstration Project, these four nutrition education curriculum components are designed to promote health and beneficial nutrition practices among preschool children. The SPEAC Preschool Unit is divided into three subsections: (1) foods for growth and development; (2) food selection and consumption for health; and (3) food in relation to cultural, social, psychological and physiological aspects of life. The Teacher Workshop materials assist the teaching staff in implementing the nutrition curriculum by increasing teachers' awareness of children's habits and attitudes, acquaintance with the SPEAC curriculum, lesson planning skills and cooperative abilities. The Parent Unit involves parents in a workshop of nutrition activities, program explanation, menu planning and basic nutrition information for the young child and suggests how to coordinate nutrition experiences and learning at the child care site and in the home. A 10 session/20 hour Workshop for Child Care Center Cooks involves cooks, preschool children and staff in nutrition education activities, promotes cooks' awareness of adequate nutrition for young children and meal planning abilities, and focuses on the operation of child care food service centers. (Author/RH)

1758 ED 194 201

Hinze, Laurel Lee

SPEAC for Nutrition. Final Report.

Minneapolis Public Schools, Minn.
Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Child Nutrition Section.
Pub Date—31 Jul 80
Grant—USDA-FNS-59-3198-8-28
Note—125p.; For related documents, see PS 011 796-800.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum Development, Demonstration Programs, Field Tests, High School Students, *Home Economics, Improvement Programs, Inservice Education, *Nutrition Instruction, *Parent Education, *Parent Participation, Personnel Selection, Postsecondary Education, *Preschool Education, Program Administration, Program Effectiveness, Program Evaluation, Program Implementation, Workshops

This final report discusses the administration, staffing, planning, implementation and evaluation of the SPEAC (Student Parent Educator Administrator Children) for Nutrition Program. The principle objective of the program is to provide nutrition education and increased understanding of the role of the Child Care Food Program through increased opportunities for preschool children to participate in nutrition related learning activities. The program was designed to (1) improve the preschooler's dietary habits, (2) increase parent's, teacher's and others awareness of nutritional needs, (3) increase participation in child nutrition programs, and (4) integrate nutrition education into existing preschool curricula. Field test sites in which the program was implemented include two family day care homes, 16 child care centers and eight public school early childhood home economics and/or parent education programs in Minneapolis, Minnesota. Program implementation involved the integration of a nutrition curriculum into existing programs, workshops for parents, cooks, and field test site participants, inservice training to describe the program and provide feedback to field test participants, and the dissemination of program results to community agencies and professionals. Project materials, including a literature review, an annotated bibliography, a curriculum and a slide/tape presentation, as well as evaluation instruments were developed. Evaluation results indicate the program was effective in increasing participation in and understanding of nutrition education activities. Related materials such as curriculum writing and site selection procedures are appended. (Author/RH)

1759 ED 194 204

Annotated Bibliography for Students, Parents, Educators, Administrators of Preschool Children in Nutrition Education.

Minneapolis Public Schools, Minn.
Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.
Pub Date—Jan 80
Grant—USDA-FNS-59-3198-8-28
Note—18p.; For related documents, see PS 011 797-800.
Available from—SPEAC for Nutrition, Special Education Service Center, HERC, 254 Upton Avenue South, Minneapolis, MN 55405 (no price quoted)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Books, Childrens Literature, *Curriculum, Educational Resources, Food, *Nutrition, Nutrition Instruction, *Preschool Education, Program Administration, *Resource Materials, Teaching Methods

Compiled as a component of the United States Department of Agriculture's Student, Parent, Educator, Administrator, Children SPEAC for Nutrition Demonstration Project, this selected, annotated bibliography was designed to aid concerned individuals in developing and/or operating a preschool nutrition education curriculum. Topics include early childhood development; day care and preschool curricula; food related activities; child care food service operation and management; teaching techniques, strategies, and administration; children's books relating to food and nutrition; and newsletters. (Author/MP)

1760 ED 194 643

Murphy, Hardy Ray

District and Community Characteristics Influencing Desegregation Strategy Choice and Effectiveness.

Pub Date—77
Note—26p.; Tables may be marginally legible due to small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Community Attitudes, Community Size, *Demography, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, *Minority Group Influences, Minority Groups, *School Community Relationship, *School Desegregation, Surveys

The study described in this paper investigated the relationships between school district and community demographic characteristics, choice of school desegregation strategy, and strategy effectiveness. Respondents from 132 school districts in the Southwestern United States were asked to fill out a questionnaire concerning district and community demography and the choice and effectiveness of strategies used by their communities to desegregate the public schools. Desegregation goal areas examined in the questionnaire included: (1) student and/or faculty racial balancing; (2) promotion of community involvement; (3) crisis prevention and resolution; (4) multicultural/multiethnic curriculum; (5) compensatory education; (6) positive race relations; (7) staff development; and (8) administrative procedures. Initial findings indicate the existence of significant relationships between characteristics such as the attitudes of district and community leaders toward desegregation, community attitudes, teacher ethnicity, student ethnicity, and strategy choice and effectiveness. Based on the findings, it is suggested that desegregating districts should take into account differences in culture, historical desegregation issues, and community attitudes toward the particular minority groups of concern. (Author/GC)

1761 ED 194 648

Lash, Trude W. And Others

State of the Child: New York City II.

Foundation for Child Development, New York, N.Y.
Pub Date—Jun 80
Note—317p.; Tables may be marginally legible due to small print.
Pub Type— Reports - Research (143) — Reports - General (140) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Adolescents, Child Abuse, Children, *Child Welfare, Delinquency, *Demography, Educational Needs, Elementary Secondary Education, Expenditures, Family (Sociological Unit), Health, *Physical Environment, Runaways, *Social Environment, Socioeconomic Status, Urban Environment
Identifiers—*New York (New York)

Part I of this report is organized around six dimensions of the quality of life of children in New York City: the demography of the City, the characteristics of families with children, children's health, children's ability to learn, the situation of children living away from home, and crimes committed against and by children. Public expenditures for children are also documented in this section through an examination of City, State, and Federal budget figures. Part II presents detailed profiles of three community districts (in Brooklyn, Manhattan, and Queens). These three districts are illustrative of the diversity of the quality of New York City children's lives and of the need for small area data for planning purposes. The final section of the report is comprised of technical and data appendices. Tables and charts of data are presented throughout the report. (MK)

1762 ED 194 649

Bryant, Valarie A.

The Opinions of Inner-City Alternative High School Students Toward Student Rights.

Pub Date—[79]
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Corporal Punishment, Discipline Policy, Dress Codes, Due Process, Freedom of Speech, Nontraditional Education, Questionnaires, *School Policy, Secondary Education, *Sex Differences, *Student Attitudes, Student Government, Student Participation, *Student Rights, Suspension, Urban Schools

Opinions about students' rights were elicited from students attending an inner-city alternative high school, using a questionnaire. The questions focused on opinions on (1) freedom of speech, (2) due process, (3) suspension and corporal punishment, (4) vague regulations, (5) dress codes, and (6) students' governance of fellow students. Findings, reported by sex and grade level, indicate that students responded to four of the six general questions. In summary, they favored limited freedom of speech, due process for students, school dress codes, and student governance. Analysis of the findings revealed that the majority of the students wanted to learn in a structured, teacher administration oriented school setting. Students additionally wanted to play an active role in the decision making processes and to have a voice in the educational process. Tables of data are appended. (MK)

1763 ED 194 694

Improving Sex Equity in Career and Vocational Classrooms.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—78
Note—19p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Career Education, Facilities, Facility Guidelines, *Instructional Materials, Job Placement, Nontraditional Occupations, Postsecondary Education, Secondary Education, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Student Placement, Student Recruitment, *Textbook Bias, *Textbook Evaluation, Textbook Selection, *Vocational Education

This booklet contains curriculum guidelines and checklists designed to assist vocational educators in identifying sex bias, sex role stereotyping, and sex discrimination. The first section provides suggestions made by Ohio vocational educators for providing for sex equity in vocational programs. Following specific suggestions for recruitment, facility, placement, and program content, suggestions and comments specific to program areas of study are set forth. The second section lists criteria for sex-fair materials and then provides guidelines and checklists for assessment of curriculum materials for sex equity on four bases: language, roles, omissions, and audio-visual materials. Several consciousness-raising activities for the classroom are listed in the third section, which may be helpful to teachers, counselors, and students in becoming aware of sex bias. The final section discusses use of already-existing material lacking sex fairness. (YLB)

1764 ED 194 734

Career Education in Ohio. Highlights of Career Development Program Implementation and Evaluation Results 1970 to 1980.

Ohio State Dept. of Education, Columbus.
Pub Date—80
Note—22p.; Not available in paper copy due to small print.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Awareness, *Career Development, *Career Education, Career Planning, Community Involvement, Decision Making, Economics, Elementary Secondary Education, Job Search Methods, *Program Implementation, School Community Relationship, Self Evaluation (Individuals), Student Attitudes, Student Evaluation, *Summative Evaluation, Surveys, Work Attitudes
Identifiers—*Ohio, *Ohio Career Development Program

This report contains results, both in narrative and chart form, of the implementation and evaluation of Ohio's K-10 career development program. Introductory charts indicate program growth and funding, 1970 to 1980. The next section contains results of the Career Skills Assessment Program (CSAP) administered to tenth graders in 20 school districts. Charts present evaluation results in terms of comparison of the average percent right of students in Program Centers (school districts having the career development program) and Control Centers (those with no formal career development program). The six measures of the CSAP are (1) Self Evaluation and Development Skills, (2) Career Awareness Skills, (3) Work Effectiveness Skills, (4) Personal Economics Skills, (5) Employment Seeking Skills, and (6) Career Decision-Making Skills. Summative evaluation results (assessment of attitudes) are then presented for current seniors, former students, school district personnel, and community members. Four major recommendations coming from the summative evaluation are listed. (YLB)

1765 ED 194 772
Klugerman, Phyllis B.
Programming for the Adult Mentally Handicapped. Source Book.
East Brunswick Board of Education, N.J.
Spons Agency—New Jersey State Dept. of Human Services, Trenton.
Pub Date—Jun 80
Note—142p.; Not available in paper copy due to small, light print.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Counseling, *Adult Education, *Adult Programs, Course Content, *Course Descriptions, Course Objectives, Courses, *Daily Living Skills, *Mental Retardation, *Program Content, Program Design, Program Development, Program Implementation

This source book is designed to inform agencies and other adult education programs, in as much detail as possible, of processes and procedures involved in initiating a complete training program to address the needs and desires of the adult mentally handicapped individual. It offers concrete information emanating from the initiation of such a program in East Brunswick, New Jersey. Two major sections deal with organizing a program and instructional and counseling components. The first section discusses goal setting, staffing, facility needs and component scheduling (including recruitment, scheduling, transportation), and record keeping. The second section focuses on program impact and instructional and counseling components. These instructional components are included: basic skills, communication skills, personal health and hygiene, grooming, sex education, clothing maintenance, shopping and food preparation, social dance, performing dance company, arts and crafts, community experience activities, social, and parent group. Each course component, which is broken down into further activity areas, presents the course description objectives, methods of implementation, and instructional materials, where appropriate. Positive programming aspects, comments regarding implementation of activity objectives, problem areas, and, where possible, recommended solutions are provided for each activity area. Overall component recommendations are also included. Appendixes contain tests and assessment instruments and forms and notifications. (YLB)

1766 ED 194 792
Resource Vocational Program. Salt Lake City School District. 1979-80 Summary Report.
Salt Lake City School District, Utah.
Pub Date—Sep 80
Note—100p.; Parts of this document will not reproduce well due to thin print.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Development, Career Education, Career Exploration, Career Guidance, *Disabilities, *Employment Potential, Interpersonal Competence, Job Placement, *Job Skills, Mainstreaming, Mild Disabilities, Program Evaluation, *Resource Room Programs, Secondary Education, Socialization, Student Characteristics, Summative Evaluation, *Vocational Education
Identifiers—Salt Lake City School District UT

This summary evaluation report is a short synopsis of the first-year activities of the Resource Vocational Program, which provided career development and vocational education–employability development–services in the least restrictive environment to a group of mild to moderate handicapped youth. A brief description outlines scope and four major components of this program, which was located at two high schools in the Salt Lake City School District: career awareness, employment skills, vocational training, and placement. Other sections discuss identification of clients served and student characteristics and describe programs of a similar nature that are operating locally and throughout the country. A report from an independent internal evaluator describing the function of the program is summarized. The concluding section contains a brief summary statement highlighting the program's major accomplishments, a future perspective where problems are, and programming strategies to resolve these problems for the next operating year. Appendixes, amounting to over one-half of the report, include (1) definitions of handicapping conditions; (2) a report on the structure and changes of the program, whose title was changed to Special Vocational Services Project for the next operation year; (3) the independent internal evaluator's report in its entirety; and (4) participating student characteristics in detail. (YLB)

1767 ED 194 802
Fields, Walter Rosen, Paulette
Implementation Manual for the Parent Education Expansion Project. A Guide for Developing a Community-Based Parent Education Program.
Merrill-Palmer Inst., Detroit, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
Pub Date—[Nov 80]
Note—74p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Community Coordination, *Community Programs, Community Resources, Financial Support, Models, *Parent Education, *Program Development, Program Evaluation, *Program Implementation, Teacher Education
Identifiers—Parent Education Expansion Project

Designed for community-based agencies, churches, and educational institutions who operate adult and/or family programs and those who wish to develop parent education projects, this manual describes the content and process of developing a community-based parent education project. It is intended to provide a model for organization and curriculum, so that new programs can improve on the work that has been done. Generalizing from the experiences of the Parent Education Expansion Project, the manual offers two areas of guidance which compose the two major sections. First, the basic concepts and program model underlying a community-based parent education project are discussed. Second, a strategy for implementation of these concepts is outlined. Specific topics include the program (ongoing sessions, special workshops, newsletters), staff, staff training, evaluation, coordinating community resources, and funding. Appendixes, amounting to approximately one-half of the manual, offer specific guidelines for parent educator training, relevant references, and useful needs assessment and evaluation forms. (YLB)

1768 ED 195 086
[Child Abuse: 1979 Report].
Pennsylvania State Dept. of Public Welfare, Harrisburg.
Report No.—PWPE-31-4-80
Pub Date—80
Note—84p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Child Abuse, *Child Neglect, *Delivery Systems, *Intervention, Prevention, Program Descriptions, Program Evaluation, *Referral, State Legislation, *State Programs, State Surveys
Identifiers—*Pennsylvania

As mandated by Pennsylvania's Child Protective Services Law (Act 124), the document presents the Department of Public Welfare's 1979 report on child abuse. Following an introductory section is a brief section on the nature and scope of the problem. Section III outlines the past year's activities of the Department of Public Welfare's Office of Children and Youth, Childline and Abuse Registry, regional offices, and the public education program. A fourth section focuses on the establishment of services available through Child Protective Services. Results of a survey regarding attitudes toward Act 124 is noted to reveal that the two services which seem to be the most difficult to implement are parenting education and self help groups. Section V presents funding data, while Section VI offers recommendations to the act to strengthen services to children and parents and lists results of program evaluation along with recommendations. Section VII includes articles with the following titles and authors: "The Prevention of Child Abuse and Neglect from a Federal Perspective" (G. Koch); "Child Abuse-Neglect Resource Center" (J. Crumbley); "Philadelphia County Parent Action Network" (W. Fickling); "Erie County Voluntary Intervention and Treatment Program" (D. Bartlett); and "Parents Anonymous of Pennsylvania" (J. Diederich). A final section cites statistical data on reporting of suspected child abuse, completion of investigations, results of investigations, age of children abused, injuries sustained due to abuse, deaths attributed to abuse, protective custody, and repeated abuse. Appended are Office of Children and Youth forms, directories of Regional Offices and County Children and Youth Agencies, a list of Parents Anonymous Chapters in Pennsylvania, a list of speakers and trainers in Pennsylvania, a selected bibliography, and information on films relating to child abuse. (SBH)

1769 ED 195 581
Balasubramonian, K.
Measurement, Evaluation and Accountability in Bilingual Education Programs.
Pub Date—74
Note—28p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, *Bilingual Education, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Measurement, *Program Evaluation, Summative Evaluation

A case for evaluation is developed and procedures for evaluating bilingual education programs are suggested as a guide for the novice evaluator. The following areas are discussed from the point of view of an evaluator: (1) how to plan for evaluation; (2) how to use needs assessment data; (3) the relationship between formative and summative evaluation; (4) the instrumentation process; (5) data collection; (6) data analyses; and (7) production of final reports. A brief section on the more recent consciousness for accountability points out how each of the participants in a bilingual education program can contribute towards accountability. A distinction between research and evaluation is made in order to alert the administrator on the most appropriate use of the information obtained from each. A bibliography, suggesting other sources of information, is appended. (Author/RL)

1770 ED 195 591
Communications-School/Home. Building the School's Image Through Written Communication. Principals' In-Service, District 1.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
Pub Date—2 Aug 79
Note—19p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 674.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Secondary Education, Letters (Correspondence), *Organizational Communication, *Parent School Relationship, Public Relations, *School Community Relationship, *School Publications, *Writing (Composition)

Based on the premise that schools' only contact with many citizens is through written communication, this booklet provides guidelines for educators on how to improve written messages from the school to parents and the general public. Recommendations are offered regarding the timing, length, and content of communications; writing style and word usage; layout and other visual considerations; the use of photographs; and the writing of difficult letters to parents. Also provided in the booklet are tips for preparing and distributing effective school newsletters, and brief notes on other internal and external publications, such as handbooks for students, parents, and substitute teachers. (GC)

1771 ED 195 595
Kim, Bok-Lim C.
The Korean-American Child at School and at Home: An Analysis of Interaction and Intervention through Groups. Project Report, September 30, 1978 - June 30, 1980.
Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date—Jun 80
Grant—90-C-1335(01)
Note—137p.; Not available in paper copy due to author's restriction.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Acculturation, *Biculturalism, Bilingualism, Demography, *Educational Environment, Elementary Education, Family (Sociological Unit), *Family School Relationship, Immigrants, *Korean Americans, Questionnaires, Student Teacher Relationship, Teacher Attitudes
Identifiers—California (Los Angeles), Illinois (Chicago)

This study was undertaken to investigate the nature of the interaction between school and home in the case of Korean Americans who recently immigrated to Chicago and Los Angeles and to determine the nature of the elementary school experience of children from this group. Data were collected by means of three questionnaires: one for Korean American parents, one for children, and one for teachers of the children. A review of literature, design, methodology and procedures, and detailed analyses of findings for Chicago and Los Angeles separately and the two cities combined are included in this report. Recommendations are made with the aim of improving the school experiences of Korean American children. Tables of data are included. Questionnaires are appended. (MK)

1772 ED 195 642
Batsche, Catherine, Ed.
Compendium. The Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students.
Illinois State Univ., Normal.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date—79
Note—176p.; Not available in paper copy due to colored paper.
Pub Type— Journal Articles (080) — Legal/Legislative/Regulatory Materials (090) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary School Services, Career Counseling, Career Education, *Classroom Techniques, Cooperative Education, Curriculum Development, *Disabilities, *Disadvantaged, Educational Legislation, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, Individualized Instruction, Industrial Education, Inservice Teacher Education, Job Placement, *Learning Activities, Mainstreaming, Postsecondary Education, Program Evaluation, Safety Education, Special Education, Staff Development, Student Recruitment, Teacher Education, *Teaching Methods, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Rehabilitation Act 1973, Vocational Assessment, Vocational Education Amendments 1976

This Compendium is a manual of information related to the vocational education of handicapped and disadvantaged students. Section 1, Article Series, reprints fourteen articles published in professional journals. Topics include vocational education's role in career education for handicapped students, personnel development, cooperation of special education and industrial teacher education, individualized education programs, measurement and evaluation, motivating and managing behavior, teaching safety, cooperative work-education, inservice, and individualizing instruction. Section 2, Handicapped Series, includes sections of the manual To Serve Those Who Are Handicapped. Materials address mainstreaming; student recruitment; vocational assessment; vocational counseling; career education programs; support services; individualized instruction; facilities, equipment, and materials modification; placement services; program evaluation; inservice education; and classroom procedures. Section 3, Disadvantaged Series, reprints segments from a book which deal with curriculum adaptations and teaching techniques found effective in working with disadvantaged students. The approximately twenty activities may provide students characteristics, activity description with potential advantages and disadvantages, facilities/equipment, instructional materials, and references. Section 4, Legislative Series, contains summaries of these major pieces of legislation related to serving special needs students: Vocational Education Act, Education for All Handicapped Children Act, and Rehabilitation Act of 1973-Section 504. Section 5, Newsletters/Brochures, provides two Network brochures. (YLB)

1773 ED 195 703
Hitchens, Donna J. Thomas, Ann G.
Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Oct 79
Contract—8101
Note—35p.; For related documents see CE 027 204-206.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Compliance (Legal), Educational Planning, Federal Legislation, *Institutional Role, Labor Force, *Legal Responsibility, Nontraditional Students, Postsecondary Education, Scheduling, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education
Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

This handbook is designed (1) to assist vocational educators and administrators in understanding both the causes of occupational sex segregation and the problems it creates; (2) to clarify the federal and state mandates for the elimination of sex bias in vocational education programs; and (3) to provide possible approaches and strategies that can be used by vocational education personnel to comply with legal requirements and contribute to the elimination of occupational sex segregation. The handbook's six chapters provide information on the nature of the problem; the laws applicable to vocational education programs; methods of identifying sex bias and creating institutional change; removing barriers to the pursuit of non-traditional education; the treatment of enrolled students; and general conclusions about sex-stereotyping and its elimination. (Sections on state laws apply specifically to California. A workshop manual, designed for use with the handbook, is available separately-CE 027 204.) (KC)

1774 ED 195 704
Thomas, Ann G. Hitchens, Donna J.
Eliminating Sex Bias in Vocational Education: A Workshop for Administrative Personnel.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Dec 79
Contract—8101
Note—23p.; For related documents see CE 027 203-206.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compliance (Legal), Federal Legislation, Institutional Role, Instructional Materials, *Legal Responsibility, Nontraditional Students, Postsecondary Education, Resources, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, Staff Development, State Legislation, *Vocational Education, Workshops
Identifiers—California, Title IX Education Amendments 1972

These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education. The workshop is designed to aid school personnel in (1) identifying sex bias in vocational education programs; (2) understanding the legal requirements imposed on educational institutions to eliminate sex bias; and (3) developing a strategy for implementing programs to overcome the effects of previous sex bias in vocational education. Included in these workshop materials are a suggested workshop schedule, instructions for conducting the workshop, background information and resources for workshop leaders, a case study, and worksheets and instructions for small group exercises. These materials are intended to be used in conjunction with "Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel" (available separately-CE 027 023). (Workshop target audience is principals, deans of instruction, guidance counselors, district and county superintendents, program specialists, and directors of work experience programs.) (KC)

1775 ED 195 705
Hitchens, Donna J. Thomas, Ann G.
Eliminating Sex Bias in Vocational Education. A Handbook for Community Groups.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Dec 79
Contract—8100
Note—46p.; For related documents see CE 027 203-206. GEO..U.S.; California
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Action, Community Involvement, Community Organizations, Compliance (Legal), Federal Legislation, Institutional Role, *Legal Responsibility, Postsecondary Education, Resources, School Community Relationship, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education
Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

This handbook is designed to provide the background information necessary for individuals and community groups to become involved in local vocational education programs in order to help end sex bias, stereotyping, and discrimination in such programs. The first four chapters of the handbook develop the background of the problem, providing information on the importance and nature of sex bias problems in vocational education, how vocational education is structured in California, the laws concerning sex bias, and the barriers that inhibit the full participation of girls and women in vocational education opportunities. Chapter 5 develops a plan that community groups can use to have a positive impact on the vocational opportunities available to female students through local education programs. Appendixes provide checklists for the requirements of Title IX (Education Amendments 1972), Title II (Education Amendments 1976), the California Five-Year Plan, and for problem identification; a questionnaire for gathering information on local schools and school districts; and a resource list. (KC)

1776 ED 195 706
Thomas, Ann G. Hitchens, Donna J.
Eliminating Sex Bias in Vocational Education: A Workshop for Community Groups.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Dec 79
Contract—8100
Note—22p.; For related documents see CE 027 203-205.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Action, Community Involvement, Community Organizations, Compliance (Legal), Federal Legislation, Instructional Materials, Legal Responsibility, Postsecondary Education, Resources, School Community Relationship, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education, *Workshops
Identifiers—California, Title II Education Amend-

ments 1976, Title IX Education Amendments 1972

These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to promote sex equity within the vocational education system. The workshop is designed (1) to provide representatives of community groups with background information on the California system of Vocation Education and the current progress and problems relating to sex equity within that system; (2) to increase understanding of the legal requirements imposed on educational institutions to eliminate sex bias; (3) to share information among participants about efforts currently being made by community groups around issues affecting non-traditional work; (4) to increase understanding of the process and dynamics of change; and (5) to plan follow-up strategies for furthering sex equity in vocational education within local communities. Included in the workshop materials are a planning guide; suggested workshop schedule; guidelines and resources for implementing the workshop; registration materials, pre-workshop packet with information on federal legislative requirements; and worksheets. (KC)

1777 ED 195 724
Graham, Janet Roth
Bilingual Adult Basic Education Project. Final Report.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—28 Aug 80
Note—294p.; Some pages may not reproduce well due to light print and colored paper.
Available from—AdvancE, Millersville State College, Millersville, PA 17551 (Write for price).
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Adult Basic Education, *Bilingual Education, Cambodian, Career Education, Community Resources, Consumer Economics, Coping, *Counseling Services, English (Second Language), Government (Administrative Body), Health, Information Services, Interest Inventories, Lao, Legal Education, Literacy Education, *Native Language Instruction, Needs Assessment, Non English Speaking, Pretests Posttests, Russian, Spanish, *Staff Development, Student Interests, Surveys, Test Construction, Vietnamese, Workshops
Identifiers—*Adult Performance Level, Bilingual Materials, *Life Coping Skills, Life Skills

The Bilingual Adult Basic Education Project provided bilingual life skills instruction, counseling, and informational services to approximately 150 non-English-dominant adults across Pennsylvania by means of contracts to local education agencies. Students were pre- and post-tested in English and/or their native language to measure their growth in life-coping skills. Adult Performance Level (APL) test data showed knowledge gains by a substantial proportion of the students and sizable improvements in each of the five APL content areas. The project also presented staff development workshops dealing with bilingual/English as a Second Language life-skills instructional techniques and materials for adult learners. Project-developed products were English and native language versions of student needs assessment surveys, pre- and post-tests for each of the five APL knowledge areas (Community Resources, Consumer Economics, Government and Law, Health, Occupational Knowledge), and evaluation forms to monitor program implementation and evaluate its effectiveness. (Copies of products comprise the major portion of this report. There are (1) English, Vietnamese, Spanish, Lao, and Cambodian versions of the APL Needs Assesment Survey; (2) English, Spanish, and Vietnamese versions of APL pre- and post-tests; and Cambodian versions of four pretests.) (Author/YLB)

1778 ED 195 758
Technical Assistance Manual for Civil Rights in Vocational Education (First Edition).
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—Oct 80
Note—78p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Civil Rights, *Compliance (Legal), Disabilities, *Educational Discrimination, *Equal Education, *Equal Opportunities (Jobs), Ethnic Discrimination, Program Administration, Program Development, Racial Discrimination, Reverse Discrimination, School Districts, Secondary Education, Sex Discrimination, *Social Discrimination, Student Recruitment, Teacher Promotion, Teacher Recruitment, Technical Assistance, *Vocational Education
Identifiers—North Carolina

This manual is designed to aid secondary school administrators and other school personnel in avoiding illegal discrimination–while sustaining educational standards–through proper planning and managing of vocational education programs. Chapter 1 concerns civil rights compliance in vocational education by superintendents and local directors through use of this manual and with aid from staff of the State Division of Vocational Education, especially those designated as "civil rights coordinating staff." Organization, objectives, and use of the manual are outlined. Staff technical assistance functions are listed. Chapters 2 and 3 focus on students and staff, respectively, and preventing discrimination and promoting equity at each stage of the educational/staffing processes. Both are based on three basic standards: (1) detection, prevention, and elimination of original discrimination; (2) detection, prevention, and elimination of reverse discrimination; and (3) upholding of educational/employment standards. Furthermore, chapter 2 identifies ninety checkpoints/stages in the educational process, and chapter 3 identifies forty-seven checkpoints/stages in the staffing process at which discrimination should be avoided. Some checkpoints are required, others are suggested. Spaces are provided for indicating if these checkpoints are judged as being met (yes or no) as well as for indicating those types of suggested documentation it is felt could be provided. (YLB)

1779 ED 196 547
Tseng, Rose Y. L., Comp. And Others
The Relationship Between Nutrition and Student Achievement, Behavior, and Health: A Review of the Literature.
California State Dept. of Education, Sacramento.; San Jose State Univ., Calif.
Pub Date—80
Note—165p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($4.00, plus 6% sales tax for California residents)
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Animal Behavior, Body Weight, *Children, Cognitive Development, Dental Health, Hyperactivity, Literature Reviews, Lunch Programs, *Nutrition, Obesity, Physical Development, *Physical Health, *Student Behavior
Identifiers—Food Selection, School Lunch Program

The punpose of this report is to review existing research concerned with the relationship of nutrition to student achievement, behavior and health. Information was obtained through searches of computerized data bases, review of journal citations, discussions and correspondence with nutrition personnel as well as reviews of materials available from a nutrition clearinghouse and one individuals's private bibliography. Each chapter of the report is an independent unit and includes separate conclusions and citations. After the introduction, Chapter Two presents the findings of studies of nutritional status that were conducted among children from various racial, age, sex and income groups. Chapter Three reviews research related to severe nutritional deficiencies. Chapter Four inspects studies of the effects of supplementary food programs. In Chapter Five influences on food selection and methods of improving food choices are discussed. Chapters Six, Seven and Eight focus on obesity, dental problems and hyperactivity, respectively. The relationship of malnutrition to (1) infection, (2) physical and mental development, (3) animal behavior, and (4) human behavior and achievement are explored in Chapters Nine through Twelve. Conclusions and recommendations are presented in Chapter Thirteen. The reviewed literature provides no evidence of severe, widespread malnutrition or hunger in the United States. (Author/RH)

1780 ED 196 571
Smith, Sandra K.
How to Become Meaningfully Involved in School Food and Nutrition Programs: A Guide for Parents.
Georgia State Dept. of Education, Atlanta.
Pub Date—79
Note—35p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Check Lists, Communication (Thought Transfer), Elementary Secondary Education, Evaluation, Federal Regulation, Food, Glossaries, Guidelines, *Nutrition, *Parent Participation, *Parent School Relationship, Program Administration, *Program Design, *School Activities, *School Health Services

The primary purpose of this guidebook is to identify effective ways for parents to contribute to school food and nutrition programs. Meaningful parent involvement in such programs is said to have potential for increasing awareness of good nutrition, clarifying conflicting information, coordinating home and school nutrition teachings, and helping children make wise food choices. To help parents work effectively with school personnel, the guide provides a brief explanation of lines of school authority and the differing responsibilities of school personnel for food and nutrition programs. Also presented is a list of the major health and meal requirements under which school nutrition programs operate. A step-by-step action plan is outlined whereby a PTA nutrition committee can become actively involved in school programs. A checklist for observing the school food system, an evaluation form for parent projects, brief articles on "Health Foods vs. Healthy Foods" and "Breaking Communication Barriers," and a glossary are appended. (Author/JA)

1781 ED 196 604
Christner, Catherine A. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 80.02.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—80
Note—66p.; For a related document, see ED 178 260.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Ancillary School Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Aid, *Migrant Education, Migrant Health Services, Needs Assessment, Objectives, Parent Participation, Preschool Education, *Program Design, *Program Evaluation, Public Schools
Identifiers—Austin Independent School District TX, ESEA Title I Migrant Programs

The 1980-81 Austin Independent School District Title I Migrant Program for current and former migrant children operates at preschool through high school levels on an increased budget of $1,025,358 and centers around student recruitment and parent participation, a pre-K through high school instructional program, and health and clothing support services. Program evaluation will involve two major activities. The final report summary with its final technical report will provide decision information regarding the continuance, modification, or deletion of the program's instructional and other components. The annual evaluation report for the Texas Education Agency will document the achievement of program objectives. Both activities require detailed needs assessment, process, and outcome data from numerous sources. Information needs and sources are cross referenced in detail. A complete information dissemination schedule and an evaluation time resources allocation plan are included. (SB)

1782 ED 196 863
Gerber, Ronald E.
Functional Life Skills Project. Project Termination Report. 1977-1979.
Cleveland Public Schools, Ohio. Div. of Research and Development.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—15 Mar 80
Note—202p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Basic Skills, Consumer Education, Curriculum Development, *Daily Living Skills, *Employment Potential, *Functional Literacy, Inservice Teacher Education, Job Application, Job Skills, Language Arts, Mathematical Applications, *Practical Arts, *Program Content, Reading Skills, Secondary Education, Writing Skills
Identifiers—Ohio (Cleveland)

A report is presented on a two-year project developed by the Cleveland Public Schools to develop and pilot-test a "packaged" curriculum model designed to support both the basic and functional skill development of high school students in each of five major content areas-English, social studies, mathematics, science, and technical-vocational education. The objective of this undertaking was to assist teachers in helping students master skills basic to the successful functioning in society. A preliminary needs assessment study revealed marginal literacy among some high school graduates. Thirty individual lesson packets were developed. The packets addressed such topics as using credit, job preparation, using telephone directories, and paying taxes. This report includes descriptions of the project goals and outcomes and a discussion of the performance objectives for each phase of the project. An evaluation of every facet of the project is appended as well as examples of the contents of the Functional Life Skills packets. (JD)

1783 ED 197 029
Iwanicki, Edward F. Gable, Robert K.
1979-1980 Hartford Project Concern Program. Final Evaluation Report 80-20.
Hartford Public Schools, Conn.
Pub Date—Sep 80
Note—122p.; Report prepared by the Evaluation Office. For related documents see ED 177 516 and UD 020 970-971.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Career Choice, *Desegregation Methods, Elementary Secondary Education, Program Evaluation, Racial Integration, School Desegregation, School Holding Power, *Student Attitudes, *Student Attrition, Suburbs, Urban Schools, Voluntary Desegregation
Identifiers—Connecticut (Hartford), Elementary Secondary Education Act Title I

The Project Concern Program, which sought to promote school desegregation through cooperation among schools in Hartford, Connecticut, and its suburbs, is evaluated in this report. The evaluation addresses the following areas: (1) career patterns of project graduates, dropouts, and non-participants in Hartford; (2) issues of attrition; and (3) the project's cognitive and affective impact on students. Survey data indicated that Project Concern graduates made higher occupational choices and became involved in post secondary education at a greater rate than other groups. Results of a survey of second through eighth graders suggested that students had positive attitudes toward themselves and school. Academic achievement data was incomplete. The program attrition rate was 8.2 percent with most students leaving for disciplinary and social reasons. Evaluative data are included in tables and appendices. (MK)

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